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THE UNIVERSITY OF ALBERTA

A DESCRIPTIVE ANALYSIS OF VOCATIONAL REHABILITATION PROGRAMS FOR THE MENTALLY RETARDED IN ALBERTA

by

© G. BARTON HEGGIE

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF EDUCATION

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EDMONTON, ALBERTA

FALL, 1979

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled A DESCRIPTIVE ANALYSIS OF VOCATIONAL REHABILITATION PROGRAMS FOR THE MENTALLY RETARDED IN ALBERTA, submitted by G. Barton Heggie, in partial fulfillment of the requirements for the degree of Master of Education.

....
Supervisor

....

....

Date....1979 09 28........................

DEDICATION

This work is dedicated to the mentally handicapped and developmentally disabled citizens of Alberta, whose full potential is yet to be recognized, developed and applied.

ABSTRACT

The major purpose of this study was to provide an analysis and description of the vocational rehabilitation programs for the mentally retarded in Alberta. The population for the study consisted of all of the 22 agencies that provided vocational rehabilitation services to mentally retarded adults in the province of Alberta in 1974.

From a review of the professional literature pertinent to vocational rehabilitation of the mentally retarded, nine training services and two employment services were identified which were considered by authorities to be essential elements of vocational rehabilitation programs. Using these 11 essential services as a basis, a research instrument was designed that would collect data which would describe the vocational rehabilitation programs provided by the agencies of the population.

The research instrument was tested by using a pilot study, revised, and then used to collect the research data during on-site visits to each agency.

The research data revealed that: the program objectives of the agencies visited were not expressed in terms of the 11 training and employment services; vocational rehabilitation agencies in Alberta serve from 2092 to 2140 persons with a variety of handicapping conditions; the attendance at vocational rehabilitation agencies of handicapped

persons from outlying areas is greatly dependent upon the availability of a place of residence near the agency; of the possible 242 instances of delivery of the 11 training and employment services by the 22 vocational rehabilitation agencies visited, 215 (88%) were actually provided; 54% of the vocational rehabilitation services were delivered using an incidental (non-structured) approach; the vocational services least often available were job placement and job stabilization; the problems most frequently encountered by the agencies visited were a lack of sufficient funds, inadequately qualified staff, and poorly designed programs.

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CHAPTER 1

INTRODUCTION

Many mentally retarded adults have an untapped potential for achieving a higher level of vocational functioning than they are presently achieving. Most of these individuals who have been able to acquire and retain gainful employment received special training and guidance for that employment through some type of vocational rehabilitation program to help them function at their present level of employment. According to Katz (1972), the programs that produce the greatest success in vocational rehabilitation of mentally retarded adults provide a comprehensive array of services such as case finding, evaluation, vocational counselling, vocational training, work adjustment, on-the-job training, job placement, and follow-up services (p. 194).

Several private and government agencies in the province of Alberta are providing an array of vocational rehabilitation services to adults who are mentally retarded, mentally ill, physically handicapped, or socially maladjusted. Most of these agencies that provide vocational rehabilitation services were established by either associations for the mentally retarded, or other groups interested in improving the well-being of the physically handicapped, the mentally ill, or persons with other disabilities. Often, the sponsoring bodies which founded these agencies did so with little or no experience in operating vocational rehabilitation programs. In some instances these sponsors were motivated by success stories from other places, and a belief that handicapped persons who received appropriate training had the potential of becoming productive members of Alberta's labour force.

Joslin (1974) visited a number of these agencies in Alberta which operated vocational rehabilitation programs which included an array of rehabilitative services. It was believed by the researcher of the current study that all of these agencies serve mentally retarded adults, and persons with other disabilities as well.

The low incidence of persons with varying handicaps, combined with the sparcity of population of many areas of Alberta necessitates that persons with different disabilities but similar social and psychological needs be grouped together and served by a single agency in the area, so that the vocational rehabilitative program that is offered can be financially viable.

In 1974, the degree to which these Alberta based programs paralleled those advocated by prominent authorities on vocational rehabilitation for the mentally retarded was unknown. In 1972 the Alberta Association for the Mentally Retarded published a "directory of services " for the developmentally handicapped which contained a listing of the vocational rehabilitation agencies in Alberta. The description of services offered by each agency listed in that directory contained information such as the location (address), purpose, enrollment, the products manfuactured, and the type of work activities performed by the trainees. The description for some vocational rehabilitation agencies included a very brief summary of the vocational rehabilitation services and programs that were offered. The description of other agencies in this publication contained no information about the vocational rehabilitation services provided by those agencies.

Because the description of the vocational rehabilitation program listed in the AAMR publication for each agency was considered to be incomplete, a research study should be conducted to provide data that would describe in detail the vocational rehabilitation programs that were offered and available to mentally retarded adults in the province of Alberta.

PURPOSE OF THE STUDY

The major purpose of this study was to conduct a research investigation that would collect information about vocational rehabilitation agencies in Alberta for mentally retarded adults, and to provide a systematic analysis and description of the vocational rehabilitation programs which these agencies operate for the mentally retarded.

MINOR SUPPORTING OBJECTIVES OF THE STUDY

The major purpose of the study had the following minor objectives:

To compile a listing (1974) of training and employment services that were considered essential to the successful vocational rehabilitation of the mentally retarded as recommended by researchers and practioners.

To collect information on a) the goals and objectives of the programs offered, and b) describe the population served by each agency which provides vocational rehabilitation for the mentally retarded in Alberta (1974).

To describe the training and employment services provided by each agency, relative to the services recommended by researchers and practitioners identified in the professional literature.

To provide a summary of the services that are provided to mentally retarded adults by vocational rehabilitation agencies in Alberta (1974).

LIMITATIONS

This research had the following limitations: The research investigation was limited to an analysis of the vocational rehabilitation programs that were operated by agencies which meet the criteria that were established for the study. These criteria can be found on page 20 of this chapter. This study was limited to programs that were operated at the regular site of operation of an agency, and programs operated at sites away from the agency. No attempt was made to study the training or services which mentally retarded adults received at home, on farms, in schools, in businesses, in industry or elsewhere, that might be considered as vocational rehabilitation, except where that training or service was under the direction of one of the agencies in the population, and for which that agency was responsible.

This study was limited to those agencies that had an operable program for mentally retarded adults at the time that the study was conducted (1974).

Because this study was descriptive and not evaluative, this might be considered to be a limitation.

DEFINITION OF TERMS

Lichtenberger (1963) emphasises that items of educational information can be comparable only when they are recorded on the basis of standard definitions and have uniform meanings. Nelson (1971) points out the difficulties encountered in selecting terminology in the field of rehabilitation because "there is no standard identification of terminology with accepted practice within a classification of a program or service" (p. 281). In light of the diversity of nomenclature and practice, Nelson identifies programs by their objectives. Other authors make an attempt to define critical terms to establish a common terminology for those who are involved with the vocational rehabilitation of the adult mentally retarded.

For the purposes of this study the following operational definitions will be used:

MENTALLY RETARDED ADULT

The definition of mental retardation of the American Association on Mental Deficiency (AAMD) revised and released in 1973 (Grossman, 1973) is as follows: "Mental retardation refers to significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behavior, and manifest during the developmental period" (p. 5).

Under the AAMD definition, mental retardation is present only if an individual is deficient in both measured intelligence and in adaptive behavior. Also, under this definition, the diagnosis of mental retardation reflects the current status, meaning that an individual, diagnosed as retarded previously may not be classified as such later if there have been improvements in his intellectual functioning or adaptive behavior.

Katz (1972) while agreeing with the definition of mental retardation used by AAMD from 1961 to 1973 narrows that definition for mentally retarded adults to include:

> only those adults with sub-average general intellectual functioning whose adaptive behavior is so impaired that it comes to the attention of their families or social agencies, making it necessary to provide special services for them (p. 5).

The definition given by Katz was found to be acceptable for the purpose of the study.

MENTALLY HANDICAPPED ADULT

In the literature the term mentally handicapped and mentally retarded are used with reference to the same phenomenon, and some authors (Cameron, 1972; DuRand & Neufeldt, 1975; Jacques, 1970) use these terms interchangeably. The term mentally handicapped is used interchangeably in the study with the term mentally retarded.

VOCATIONAL REHABILITATION

There are a number of definitions that the various authors use for the term vocational rehabilitation. From those definitions the one given by Garrett and Griffis (1971) was found to be acceptable for this study. These authors define vocational rehabilitation in the following way:

> Vocational rehabilitation is a process of providing a variety of services designed to restore disabled persons to their highest possible level of functioning, primarily in the vocational sphere of life, but secondarily in the physical, psychological, and social spheres as well (p. 2).

VOCATIONAL HABILITATION

Whitehouse (1953) distinguishes between rehabilitation and habilitation by indicating that rehabilitation is concerned with re-education of persons to a previously attained level of functioning, while habilitation is concerned with education of the handicapped. Bitter and Bolanovich (1966) state that rehabilitation services are to restore persons to independent living, while habilitation services are to educate or develop handicapped persons to attain a level of functioning which they have never yet known. Bitter and Bolanovich add, however that most vocational rehabilitation services, and in particular sheltered workshops provide both types of services. Since the type of services required for habilitation and rehabilitation are the same, Boyd (1974) defines rehabilitation as:

> the preparation or restoration of the disabled person to the fullest physical, mental, social and economic usefulness of which he is capable, within the limitations inherent in his environment (p. 20).

For the purpose of this study, the term vocational habilitation and vocational rehabilitation will be considered synonymous.

TRAINEE

The Northwest Association of Rehabilitation Industries (1975) defines a trainee as a:

> handicapped person participating in a program designed to 1) develop patterns of behavior which will help him adjust to a work environment, or 2) teach him the skills and knowledge related to a specific occupation (p. 46).

This definition was found to be acceptable for the purpose of the study. From the review of the literature it was evident that the various authors used a number of terms to refer to the persons being served by rehabilitation programs. The most common of these terms were trainee, client, student, worker, and employee. DuRand and Neufeldt (1975) recommend the use of the term trainee. For the purpose of the study the term trainee was used.

PRE-VOCATIONAL TRAINING

In the review of the literature, it was found that several authors describe pre-vocational training programs but provided no explicit definition for the term pre-vocational training. Therefore from the descriptions provided by these authors, the following operational definition was formulated:

> Pre-vocational training refers to the process of providing activities designed to prepare individuals to make maximum use of vocational training and work opportunities. It includes items such as: self-awareness, self-concept, self-worth, awareness of work, adequate behavior (appropriate motivations and constraints) and self-help skills.

VOCATIONAL EXPLORATION

DiMichael (1964) reports "dissatisfaction with the current wide spread finding that retarded adolescents lack occupational information and appropriate understanding of real working conditions and jobs" (p. 10). He adds:

> A wide and varied series of simulated job projects is advocated. The job projects would be miniature and adaptable parts of semiskilled and unskilled jobs found in the local work community. The objective ... would be to introduce students to such jobs, accelerate the maturation of vocational interests, and induce self-evaluation leading to more realistic job choices later (p. 10).

From the preceeding description of vocational exploration and additional information found during the review of the literature the following definition of vocational exploration was developed:

> Vocational exploration is the process by which persons acquire occupational information and an understanding of real working conditions and jobs so that he can evaluate his own interest, potential, and performance, and participate in selecting his own career or vocation.

VOCATIONAL EVALUATION

Hoffman (1963) gives two widely used definitions for vocational evaluation:

> a) evaluation for pertinent medical, psychological, vocational, education, cultural, social and environmental factors (p. 6).
>
> b) the assessment of vocational strengths and weaknesses through the utilization of work, real or simulated, for the purpose of developing a vocational plan of action (p. 7).

Nadolsky (1973) concurs with the latter of these definitions. Young (1969) recommends that vocational evaluation include evaluation of basic academic skills, work performance, social skills, and general work orientation. From these preceeding definitions and from a review of the literature the following definition was synthesized and used in this study:

> Vocational evaluation is the process of assessing skills, aptitudes, and performance of an individual.

WORK ADJUSTMENT TRAINING

Frechette (1972) describes adjustment as the aquisition of skills and abilities that enable a person to fill the role of a worker. He states:

> In any position adjustment includes the ability to participate in the social relations, adapt to the customs and standards of his fellow workers, and to maintain acceptable interpersonal relations with his colleagues and superiors (p. 30).

The Northwest Association of Rehabilitation Industries (1975) define work adjustment training as:

> a program designed to help the handicapped individual form a work personality that will help him increase his productivity and handle the day to day demands of competitive employment by developing one or more of the following: self confidence, self control, work

> tolerance, ability to handle interpersonal relationships, and an understanding of work (p. 49).

DuRand and Neufeldt (1975) describe work adjustment training as "the name given to that type of training concerned with developing a number of work related skills that are required in any work situation, but which are not necessarily part of the performance of any specific task"(p. 27).

At the conclusion of a review of the literature, and a review of the major concepts incorporated in the preceeding definitions the following definition for the term work adjustment training was formulated and used in the research:

> Work adjustment training is the process of assisting trainees to develop work related skills, habits and attitudes which will help them acquire and maintain successful employment.

PERSONAL ADJUSTMENT TRAINING

DuRand and Neufeldt (1975) define personal adjustment training as:

> the training of social skills related to personal acceptance and success rather than on-the-job performance (e.g. grooming and self care, use of public transportation, social conversation, etc.) (p. 23).

Because the above definition was considered not to be inclusive enough for this study it was expanded to read as follows:

> Personal adjustment training consists of a program to assist trainees in developing social skills more directly related to personal living than to on-the-job experiences, but which have a direct bearing on vocational success, and includes items such as hygiene, grooming, appearance, community awareness, use of community services, budgeting, use of leisure time, family and social relationships, and similar skills.

VOCATIONAL SKILLS TRAINING

DuRand and Neufeldt (1975) define vocational skills training as:

> the training of specific skills which are marketable and will enable a person to qualify for a given type of work (p. 23).

Nelson (1971), although not defining this term states that the purpose of vocational skills training is to develop specific skills that create competence in an occupation or trade.

From the definition of vocational skills training provided by DuRand and Neufeldt (1975) and some of the concepts used by Nelson (1971) the following definition of vocational skills training was formulated:

> Vocational skills training is the process of teaching skills which are marketable. The person is made employable by becoming proficient.

JOB PLACEMENT

DuRand and Neufeldt (1975) define job placement as "the pairing of a job and its particular requirements with an individual who has the skills that will enable him to match the requirements of the job" (p. 31). The Northwest Association of Rehabilitation Industries (1975) defines a placement program as "services designed to assist an individual to prepare for, and locate employment that is consistant with his capabilities and interests"(p. 36).

From the preceeding definitions and a synthesis of a review of the literature on job placement the following definition for job placement was used in this investigation:

> Job placement is the process of matching the needs, skills and potentials of a trainee with the demands of a particular job so that the trainee is successfully accepted for the job.

RETRAINING

At the conclusion of the review of the literature on retraining and continuing education for mentally retarded adults, the following definition was generated:

> Retraining is the process of receiving additional training subsequent to placement, to assist trainees in upgrading or learning new skills.

VOCATIONAL COUNSELLING

From the review of the literature it is evident that a number of different terms and definitions are used by various authors to describe the process referred to as vocational counselling.

Jacques (1970) says that:

> rehabilitation counselling is to help the disabled person through the client-counselor relationship to make the best use of his personal and environmental resources in order to achieve the optimal occupational adjustment (p. 70).

In discussing career guidance and vocational guidance Ginzberg (1971) says that:

> guidance includes a wide range of functions which are directed toward helping individuals make maximum use of their alternatives in acquiring education and in pursuing a career, such as providing information and assisting in its interpretation, testing and appraising individuals, counselling, placement, and follow-up (p. 6).

Ginzberg also points out that guidance is less specialized than counselling, and may be provided by parents, teachers, peers, foremen, and unemployment officials as well as professionally trained counsellors. He states that "theoreticians and practitioners frequently use the terms guidance and counselling interchangeably" (p. 6).

From the review of the literature it was evident that the various authors used a number of terms in referring to vocational counselling. For the purpose of the research investigation the terms vocational counselling and vocational guidance and career guidance were used interchangeably. The definition provided by Ginzberg (1971) which was found to be acceptable for the study defines career guidance as:

> a process of structured intervention aimed at helping individuals to take advantage of the educational training, and occupational opportunities that are available (p. 4).

JOB STABILIZATION

DuRand and Neufeldt (1975) state that:

> job stabilization refers to the process of making available to that person (who has just been placed on a job), on a continuing basis, the support needed to guarantee success on the job (p. 32).

For the purpose of the study, the above definition was paraphrased to improve the syntax. The following operational definition was formulated:

> job stabilization refers to the process of making available to persons who have been placed in employment, the continuous support required to guarantee success on the job.

INSTRUMENTATION

From a review of the texts on instrumentation and research design it was decided by the researcher that the directed interview with an interview schedule would be the best method to use to collect data for this study. Using this procedure the researcher would make on-site visits to each of the organizations of the population to observe the program offered by each agency to the trainees it serves, and to interview the staff member(s) that were designated by the administrator of the agency.

The interview method of data collection was selected for the following reasons:

Site visits would provide the researcher the opportunity of observing the facility and program of each participating agency in operation.

By making a site visit to each agency the researcher would have the opportunity to meet some of the people working in vocational rehabilitation of mentally retarded adults.

Site visits would provide the researcher with the opportunity to observe other activities that the agency provided that were not part of the research instrument.

Site visits gave the researcher the opportunity to compare the validity of interviewee(s) response to questions on the interview schedule with what was actually being practised.

Site visits would increase the rate of return and the completion of the research instrument would be the responsibility of the researcher and not the participant.

To record the reactions of the interviewee(s) at each participating agency an interview schedule was used in a directed interview situation. The interview schedule consisted of a total of 224 questions. The questions of the interview schedule were divided into eight sections. Some sections were further subdivided, and each question numbered to provide a system for easy reference. The format of numbering the sections and subsections is illustrated in figure 1.

All interviewees from agencies that participated in the study were required to answer the questions in the following sections:

FIGURE 1

INTERVIEW SCHEDULE FORMAT

Section	Content
10.0	GENERAL INFORMATION
20.0	GOALS & OBJECTIVES
30.0	POPULATION SERVED
40.0	TRAINING SERVICES PROVIDED
41.	Pre-vocational Training
42.	Vocational Exploration
43.	Vocational Evaluation
44.	Work Adjustment Training
45.	Personal Adjustment Training
46.	Skills Training
47.	Job Placement
48.	Retraining
49.	Counselling
50.0	EMPLOYMENT SERVICES PROVIDED
51.0	Employment
52.	Job Stabilization
60.0	OTHER SERVICES
70.0	PROBLEMS
80.0	PLANS

10.0, 20.0, 30.0, 60.0, 70.0, and 80.0. Only sections 40.0 and 50.0 were divided into subsections which contained alternative routes that the questioning could follow.

Section 40.0 contained nine subsections, and section 50.0 contained two subsections. The sequence of questioning in each of those subsections was designed so that questions .2 and .91 in each subsection would direct the subsequent questioning to follow a logical sequence. An example of the logic and routing of questioning for each subsection of sections 40.0 and 50.0 is provided in figure 2.

In the example in figure 2, the route of questioning for subsection 41.0 which deals with pre-vocational training is illustrated.

In responding to question .2 of each of these subsections the interviewee had three possible responses: the formal approach to delivery of a service, the incidental approach to delivery of a service, or no delivery of that service.

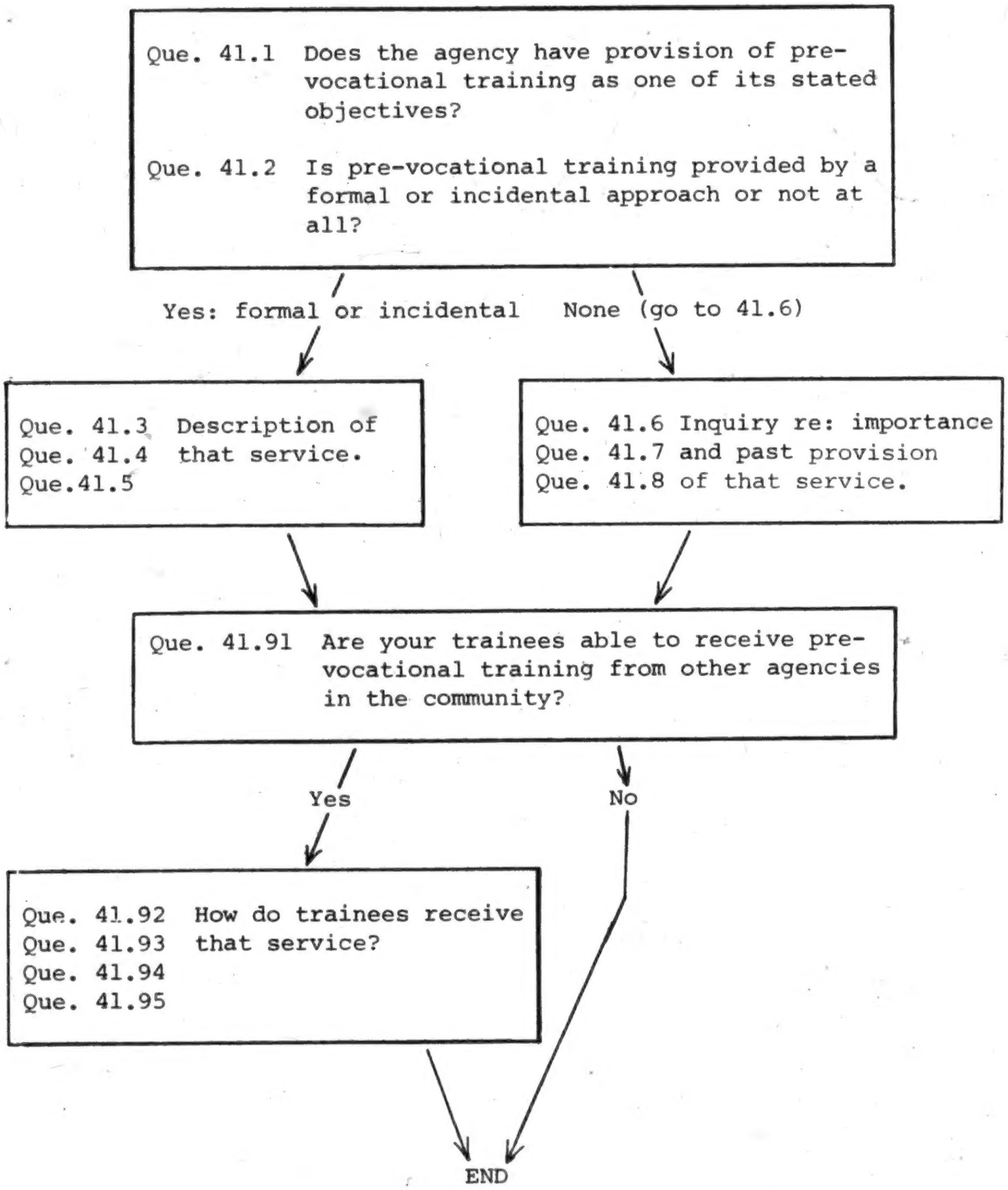
Definitions for a formal approach and informal approach were included as part of the interview schedule. A formal approach to providing a training service was defined as a deliberately planned, directed and executed action to ensure service delivery. An incidental approach to providing a training service was defined as a non-deliberate, non-directed program component where results are achieved as a subordinate result of other programs. This distinction was considered to be a very important factor in providing an accurate description of the approach to training and the intensity of effort directed toward training or employment services.

Section 10.0 which contained all items which begin with the

FIGURE 2

THE PATTERN OF QUESTIONING FOR SUBSECTION

41.0 PRE-VOCATIONAL TRAINING


Que. 41.1 Does the agency have provision of pre-vocational training as one of its stated objectives?
Que. 41.2 Is pre-vocational training provided by a formal or incidental approach or not at all?
Yes: formal or incidental
None (go to 41.6)
Que. 41.3
Que. 41.4
Que.41.5
Description of that service.
Que. 41.6
Que. 41.7
Que. 41.8
Inquiry re: importance and past provision of that service.
Que. 41.91 Are your trainees able to receive pre-vocational training from other agencies in the community?
Yes
No
Que. 41.92
Que. 41.93
Que. 41.94
Que. 41.95
How do trainees receive that service?
END

digit "1", was used to collect general information which would identify the agency, its sponsoring body, the number, deployment, and qualifications of staff, the schedule of operation, funding sources, physical facilities and the means by which trainees are transported to the agency.

Section 20.0 inquired about the goals and objectives of the agencies that were selected to participate in the research.

Section 30.0, with numbered items beginning with the digit "3" was used to collect information about the population served, the recruitment or case finding process, the admission requirements and processes, the geographic area served, the number of trainees served, the maximum number of trainees it could serve, and the size of the waiting list for admissions.

Sections 40.0 and 50.0 were the most extensive part of the schedule. These sections reviewed in detail the nine training services and two employment services identified from the review of the literature. These services were pre-vocational training, vocational exploration, vocational evaluation, work adjustment training, personal adjustment training, skills training, job placement, retraining, vocational counselling, employment, and job stabilization. The subsection of the schedule used for each training or employment service includes the definition of that service and a series of questions to determine if that service is provided to trainees at each participating agency, and how it is provided.

Section 60.0 inquired about other vocational or support services which the agency may provide. Support services as it is used here refers to non-vocational programs which may form part of the rehabilitation effort, such as residential, recreational, spiritual, family support, or other similar programs.

Section 70.0 inquires about the major problems and needs the agency has encountered in trying to meet its objectives.

Section 80.0 inquires about the plans the agency may have for its future programming efforts.

Prior to being used in the study, the interview schedule was reviewed by the director of a vocational training centre for mentally retarded adults in central Alberta, and by a specialist in the education and training of the mentally retarded from the Department of Educational Psychology, Faculty of Education, The University of Alberta. This review of the interview schedule was made for the following reasons:

To ensure that the wording of each question was clear and had the meaning intended (content validity).

To ensure that the terms used in each question of the instrument were consistant and would be understood by those to be interviewed.

To determine if the format of questioning would provide the kind of data that could be easily recorded and subsequently analyzed.

To determine the relevency of each question to the purpose and supporting objectives of the study.

To determine if any significant questions were omitted from the research instrument.

From the review of the research instrument made by the reviewers, the suggestions and recommendations for modifying and changing the questions on the initial draft of the instrument were made.

THE POPULATION OF THE STUDY

The population of this study included both private and public agencies operating in Alberta in 1974 that provided vocational rehabilitation services to persons sixteen years of age or older who are identified to be mentally retarded.

To assist in the selection of these agencies the following criteria were established:

1. The agency must provide vocational rehabilitation services which include one or more of (a) vocational skills training, (b) work adjustment training, (c) on-the-job training, (d) job placement and follow-up service, or (e) sheltered employment.
2. The agency must operate in the Province of Alberta.
3. The agency must serve or state that it is willing to serve mentally retarded persons who are sixteen years of age or older. The agency may serve persons other than the mentally retarded.

Although the above criteria are numbered, this numbering does not imply a ranking. Each agency selected to participate in the research had to meet all of the above criteria.

IDENTIFICATION OF THE POPULATION

To identify those agencies in the Province of Alberta that provided vocational rehabilitation services for mentally retarded adults, direct assistance was requested from the Alberta Association of Rehabilitation Centres (AARC), the Alberta Association for the Mentally Retarded (AAMR), the Division of Services for the Handicapped and the Department of Manpower and Labour of the Government of Alberta. These provincial organizations were contacted because of their association with and knowledge of public and private agencies which provide services to the mentally retarded. Through the cooperation of the Division of Services for the Handicapped, the researcher was able to compile a list of agencies in the province which provide vocational rehabilitation services to adults who were mentally retarded. This list was divided into six regional lists to correspond to the six administrative regions of the Division of Services for the Handicapped which have offices in Calgary, Edmonton, Grande Prairie, Lethbridge, Medicine Hat, and Red Deer. Each regional list was then mailed to the appropriate regional office of Services for the Handicapped with a covering memo which outlined the criteria for the population of the study. Each regional office was asked to review the list of agencies for a particular region to determine if the list was inclusive; to add to the list the name of any agencies in the region that were not included on the list, and to eliminate those agencies on the list which did not provide vocational rehabilitation services for mentally retarded adults. All six regional lists were sent to the following provincial organizations: AARC, the AAMR, and the Department of Manpower and Labour to be reviewed. (See appendix A, page 168).

Responses to the request to review the regional lists of vocational rehabilitation agencies were received from the six Regional Offices of Services for the Handicapped, the Alberta Association of Rehabilitation Centres, and Alberta Manpower and Labour. No response was received from the Alberta Association for the Mentally Retarded.

Correspondence from the Edmonton Regional Office stated that a proposal to establish a Vermillion Horticultural Workshop had been submitted, but it was noted that the workshop was not yet operational at the time of the study. This correspondence also stated that: as the Vegreville Sheltered Workshop was not operational as of mid-July, 1974, but had received indication of funding support and the

St. Paul Vocational Training and Placement Program was not operational and was unlikely to be for some time.

The Red Deer regional office revised the name of the Alberta School Hospital entry to read Alberta School Hospital/Deerhome.

Alberta Manpower and Labour provided the names of three agencies which did not meet all the criteria for the study, and therefore these agencies were not included in the study.

The regional offices in Calgary, Grande Prairie, Lethbridge, and Medicine Hat, and the AARC found the lists of agencies which they reviewed to be complete and accurate. After the lists were received from the six regional offices the initial list was revised, and a total of 24 agencies were identified that could be part of the population for the study. Subsequently the St. Paul Vocational Training and Placement Program was removed from the population because of the uncertainty regarding its commencement of operation. From correspondence received from the Canadian National Institute for the Blind (CNIB) the researcher considered the programs offered by the CNIB to marginally fulfill the criteria for the selection of agencies to participate in the study, and because the programs offered at both centres were similar, only one centre was selected to be part of the research population. This centre was later selected as the pilot study site.

The final total population of the study included 22 agencies. A listing of the agencies included in the population is presented in table 1.

TABLE 1

THE RESEARCH POPULATION: AGENCIES VISITED AND THEIR GOVERNING BODIES

Agency Visited*	Governing Body
Advance Industries 77 St. & Bowness Road N.W. Calgary, Alberta	Calgary Association for the Mentally Retarded #232 605-1st St. S.W. Calgary, Alberta
Alberta Hospital - Ponoka Box 1000 Ponoka, Alberta	Government of Alberta Department of Health and Social Development
Arch Enterprises 7953 Argyll Road Edmonton, Alberta	L'Arche Association of Alberta 20 Sandpiper Court Sherwood Park, Alberta
Alberta School Hospital /Deerhome Box 698 Red Deer, Alberta	Government of Alberta
Bow Centre 2003 - 46 St. N.W. Calgary, Alberta	Calgary Association for the Mentally Retarded #232 605-1st St. S.W. Calgary, Alberta
Canadian National Institute for the Blind 12010 Jasper Ave. Edmonton, Alberta	C.N.I.B. (Alberta Division) 12010 Jasper Ave. Edmonton, Alberta
Cosmos Enterprises Box 162 Mynarski Park, Alberta	Board of Directors Cosmos Enterprises Box 162 Mynarski Park, Alberta
Dove Centre Box 247 Bonnyville, Alberta	Board of Directors Dove Centre Box 247 Bonnyville, Alberta
Edmonton Rehabilitation Society 10215 - 112 Street Edmonton, Alberta	Board of Directors Edmonton Rehabilitation Society 10215 - 112 Street Edmonton, Alberta

*Address at time of site visit

Agency Visited	Governing Body
Horizons Unlimited Box 429 Wetaskiwin, Alberta	Wetaskiwin District Association for the Mentally Retarded Box 429 Wetaskiwin, Alberta
Kinsmen Training Centre 974-13 Street S.W. Medicine Hat, Alberta	Medicine Hat & District Association for the Mentally Retarded Box 411 Medicine Hat, Alberta
Lloydminister & District Sheltered Workshop and Training Centre 3514 - 51 Avenue (Box 296) Lloydminister, Alberta	Board of Directors Box 296 Lloydminister, Alberta
Medicine Hat Rehabilitation Society 553-1st Street S.E. Medicine Hat, Alberta	Medicine Hat Rehabilitation Society 553 - 1 Street S.E. Medicine Hat, Alberta
Mountain View Vocational Training Centre Coleman, Alberta	Foothills Association for the Mentally Retarded Coleman, Alberta
Rehabilitation Society of Calgary 1112 Memorial Drive N.E. Calgary, Alberta	Board of Directors 1112 Memorial Drive N.E. Calgary, Alberta
Rehabilitation Society of Southwestern Alberta 1261-2nd Ave.A.North Lethbridge, Alberta	Rehabilitation Society of Southwestern Alberta 1261-2nd Ave.A.North Lethbridge, Alberta
Sheltered Workshop Society 7305-99 Street Edmonton, Alberta	Board of Directors Sheltered Workshop Society 7305-99 Street Edmonton, Alberta
Sunrise Ranch Box 1238 Coaldale, Alberta	Com-Serv Association of Southern Alta. 714-13 Street North Lethbridge, Alberta
Swan Industries 9614-100 Avenue Grande Prairie, Alberta	Grande Prairie Association for the Mentally Retarded 9614-100 Ave. Grande Prairie, Alberta

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Agency Visited	Governing Body
Vegreville Sheltered Workshop Box 898 Vegreville, Alberta	Vegreville Association for the Mentally Retarded Box 898 Vegreville, Alberta
Vocational Rehabilitation and Research Institute 3304 - 33 St. N.W. Calgary, Alberta	Board of Directors Vocational Rehabilitation and Research Institute 3304 - 33 St. N.W. Calgary, Alberta
Western Industrial Research and Training Centre 13325 St. Albert Trail Edmonton, Alberta	Board of Governors Western Industrial Research and Training Centre 13325 St. Albert Trail Edmonton, Alberta

METHODOLOGY

The following methodology was used to collect the data to bring the study to its conclusion. The interview schedule used to collect the data that was designed for the study was described under the heading instrumentation in a previous section of this chapter. The procedures used to select the 22 agencies that made up the population of the study is also described in a preceeding section of this chapter.

A letter was drafted and mailed to the manager/director of each of the 22 agencies that made up the research population. This letter stated the purpose of the study, outlined the criteria for selecting the agencies of the population, and requested the cooperation of the manager/director to permit the researcher to make an on-site visit to the facility where the program for mentally retarded adults was operating. The content of this letter stated that one of the major purposes of the on-site visit was to observe the program in operation, and to discuss with a selected person the objectives and the services of the vocational rehabilitation plan offered by the agency. Appendix A, p. 177 contained a copy of this letter. The letter also requested the manager/director to review the criteria for selecting the population and confirm whether or not the agency met these criteria. Included with this letter was a response form (a copy can be found in Appendix A, p. 178) and a self addressed return envelope.

A written response was received from 20 of the 22 agencies. This represented a 91% return. Telephoned responses were received from the managers/directors of the remaining two agencies, which increased the rate of response to 100%. The 22 responses that were received indicated that all 22 agencies met the criteria for the study and that each agency was willing to participate in the research by allowing the researcher to make an on-site visit.

A second letter was drafted and posted to the manager/director of each of the 22 agencies of the research population to establish a time which would be mutually agreeable when the on-site visits could be made by the researcher. This letter served the following purposes:

To thank the agency for its cooperation for participating in the study and for granting the researcher permission to visit the agency to carry out the data collection phase of the study.

To provide the director of each agency with information that would help them select a time suitable for the interview, and to identify a staff member who could become involved in responding to questions on the interview schedule.

To outline in general terms the procedure that the researcher would follow during the time that the interview was to be made.

To inform the manager/director that the researcher would use a magnetic tape recorder to record the response of participants to the questions on the interview schedule.

THE PILOT STUDY

Prior to being used in the major investigation the interview schedule was pre-tested in a pilot study. The pilot study had the following purposes:

To assess the effectiveness of the directed interview as a method of data collection.

To determine if the questions on the interview schedule were properly phrased, sequenced, and free from ambiguity.

To determine if the participants could interpret the meaning of the questions of the interview schedule.

To provide the researcher with practical experience in using the interview schedule with personnel who would later be part of the major investigation.

To determine if the magnetic tape recording of responses supplemented by written notes was an effective procedure to record data.

To determine the amount of time that each on-site visit would take.

From correspondence received from the CNIB it was determined that the programs offered by that agency met the first two criteria and marginally fulfilled the third criterion which stated:

> The agency must serve, or state that it is willing to serve mentally retarded persons who are sixteen years of age or older.

The CNIB correspondence indicated that while that agency did provide vocational rehabilitation services to persons who are registered blind and mentally retarded, they do not often have that type of person in the training program that is offered.

After reviewing this correspondence, the vocational rehabilitation facility operated by the CNIB in Edmonton was selected as the site for the pilot study. This agency participated in this phase of the study for the following reasons:

It was considered that the agency met the criteria for the population of the study.

The agency agreed to participate in the study.

The program offered by the CNIB was sufficiently broad based and sufficiently well structured so that each section of the research instrument could be pre-tested.

The agency was easily accessible to the researcher.

The pilot phase of the study was conducted on Oct. 28, 1974. As a result of the pilot study minor revisions in wording were made to a number of questions on the research instrument. These minor modifications were acceptable to the major thesis supervisor. Copies of the revised draft of the interview schedule were printed and used in the major investigation.

The data collected in the pilot study phase of the research was included as an integral part of the data for the major investigation.

COLLECTION OF THE DATA

The data collection phase of the study began when the researcher made a telephone call to the management staff of the remaining 21 agencies of the research population. The purpose of this telephone call was to establish a schedule when the on-site visits could be made to each agency. The schedule of on-site visits that were made is presented in appendix A, page 181.

Site visits were made to these agencies (21) where the individual(s) selected by the manager/director was interviewed by the researcher who used the research instrument to ask the questions in the correct sequence and to record the responses of the interviewee(s) on magnetic tape. At the time that the interviews took place each participant was informed that the information provided to the researcher would be treated as priviledged information and was for research purposes only. The interviewee(s) were also informed that the researcher would follow research ethics and that all information on the tape would be erased at the conclusion of the study.

One of the 21 interviewees requested that the responses made to the interview schedule not be tape recorded. This request was honored by the researcher. As a consequence, only 20 of the 21 interviews conducted during the major investigation were tape recorded. The responses provided during this interview were hand written by the researcher.

The data which were recorded on magnetic tape during each interview were reviewed, and pertinent information was transferred to the interview schedule in written form. These tapes were subsequently erased electronically.

After all of the site visits were completed, a letter was prepared and mailed to each agency of the research population. This letter expressed appreciation of the researcher for the willingness and the cooperation of these agencies to become involved in the study.

Data collected during the interviews were summarized and tabulated for ease of interpretation. The data that were collected from each agency were used to prepare a concise description of the program that was offered to mentally retarded adults by each agency. Tables were prepared that would present an overview of the vocational rehabilitation programs that were operating in Alberta for mentally retarded adults at the time of the study.

SIGNIFICANCE OF THE STUDY

The study will provide a descriptive analysis of the vocational rehabilitation programs for mentally retarded adults that were operating in the province of Alberta in 1974. The information collected in the study may be useful to personnel in governmental departments, practicioners in the field of vocational rehabilitation, parents of the mentally retarded, associations for the mentally retarded, educational planners, the mentally retarded themselves, as well as the general public.

Personnel in governmental departments may find the data collected by the study to be useful as they review the programs individually or collectively for the purposes of planning improvements to the type, quality, quantity and the location of vocational rehabilitation programs in the province.

Practitioners in the field of vocational rehabilitation for mentally retarded adults in Alberta and other provinces may find the program descriptions useful. By reviewing the descriptions of the programs that result from the study they may find ways to improve the vocational rehabilitation programs which they operate.

Parents of the mentally retarded, social workers, vocational and rehabilitation counsellors and the mentally retarded themselves may find the results of the study useful as they seek programs which will meet the needs of individuals who are identified as mentally retarded.

Associations for the mentally retarded may find the results of the research useful as they plan new vocational rehabilitation programs and review those programs presently existing.

The data collected in the study may be of some use to educational planners as they plan career development programs for rehabilitation personnel and programs of instruction for the mentally retarded.

CHAPTER 2

REVIEW OF RELATED LITERATURE

INTRODUCTION

Chapter 1 of the research report provided detailed outline of the procedures that were used to bring the study to its conclusion.

This chapter contains a review of the literature and research related to the study. The review of the literature related to the study had four main purposes: to provide a summary of the state of the art of vocational rehabilitation for the mentally retarded; to review current practises and pertinent opinion in the field of vocational rehabilitation for the mentally retarded; to review research related to this investigation; and to review publications and research reports which provide descriptions of the vocational rehabilitation programs available to mentally retarded adults in Alberta.

The review of the literature was limited to selected sources found in or available through the libraries of the University of Alberta, the Department of Health and Social Development of the Province of Alberta (presently known as the Department of Social Services and Community Health), the City of Edmonton, and the John Foster Orr Library at the National Institute on Mental Retardation located on the campus of York University, Toronto.

SOCIETAL ATTITUDES TOWARD THE MENTALLY RETARDED

From the review of some of the literature available on the topic of vocational rehabilitation of the mentally retarded, it was evident that a significant change has occured in the attitudes and approaches towards the mentally retarded during the last half of the twentieth century. Previously, persons who were mentally retarded had been referred to as menaces, subhuman organisms, unspeakable objects of dread, objects of pity, diseased organisms, holy innocents, eternal children, and a host of other titles (Wolfensberger, 1972, pp. 13-25). which reflected widely varying perceptions and attitudes. Some societies at one time neglected, jailed or killed the retarded. Later, these same societies began to provide programs to educate and train the mentally retarded to fill useful roles in society (Garner, Lacy & Creasy, 1972). In the 1950's organizations of parents emerged and began to press for better facilities and programs for the retarded. DiMichael (1969) provided the following overview of the changing attitudes and movement towards community based rehabilitation programs for the mentally retarded:

> Until about 1950 the field of mental retardation was characterized predominantly by the philosophical conception that the retarded were better off in institutions. The retarded were, in the main, kept out of public awareness, seemingly consigned to oblivion or to a life of nonproductivity and artificial security through complete dependence. As the swell of indignation among the parents of the retarded began to stir the conscience of society, largely through the National Association for Retarded Children, the movement gravitated naturally toward vocational rehabilitation. Here was a philosophy that engendered hope, the promise of a return by the retarded and their families to the normal avenues of society.
>
> These hopes were nurtured by a farsighted cadre of parents and friends of the retarded, of similarly disposed professional people, and by the fortuitous monumental support of presidents and influential legislators. Without a philosophy of rehabilitation there could have been just as much publicity and social awareness, but couched in the concept of larger, better institutions, of protection and charitable dependence. As one parent put it so well: "We don't want better laws to put the retarded out of sight; we want them to become a part of our everyday community life." The presence of a program of vocational rehabilitation and its philosophy served to give impetus to the restoration of the retarded and their families to a respected role in society, the benefits of which are being shown in dramatic fashion (p. 9).

While examples of de-humanization of mentally retarded adults still may be found (Blatt & Kaplan, 1966) unequalled efforts are being made by government agencies, private agencies, medical, social and educational workers to reduce the incidence and effects of mental retardation, and its devastating costs to human dignity, to undeveloped potential, to the public coffers, and to human happiness.

THE CONCEPT OF MENTAL RETARDATION

Of the many definitions of mental retardation that have been formulated, the definition prepared by the American Association on Mental Deficiency (AAMD) is widely used in North America by many researchers and practioners. In their most recently released Manual on Terminology and Classification in Mental Retardation (Grossman, 1973) the AAMD included the following definition for mental retardation:

> Mental retardation refers to significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior, and manifest during the developmental period (p. 5).

Under the AAMD definition, an individual is considered to be mentally retarded only if he or she is deficient in both measured intelligence and adaptive behavior. There are four levels of mental retardation under the AAMD definition; mild, moderate, severe and profound. When reflected into scores from the Stanford-Binet and Wechsler intelligence tests the levels are as follows:

Levels of Retardation	Stanford-Binet I.Q.	Wechsler I.Q.
Mild	68-52	69-55
Moderate	51-36	54-40
Severe	35-20	39-35 (Extrapolated)
Profound	19 and below	24 and below (Extrapolated)

(taken from Grossman, 1973, p. 18).

Adaptive behavior is defined in the AAMD manual (Grossman, 1973) as "the effectiveness or degree with which an individual meets the standards of personal independence and social responsibility expected of his age and cultural groups" (p. 11). Since the expectations that cultural groups impose on people of different ages may vary, perceived deficits in adaptive behavior may vary at different ages or in different locations. According to Robinson and Robinson (1965), in certain areas, such as New York City, persons with a measured I.Q. of 90 to 95 may be perceived as handicapped because of New York's highly complex structure and high societal expectations while in areas that are marginally developed, with low societal expectations, a person with a measured I.Q. of 65 may not be perceived as handicapped.

The term educable mentally retarded (EMR) has been used by some persons when referring to the mildly retarded, and the term trainable mentally retarded (TMR) has been used when referring to the moderately retarded and some of the severely retarded (Rothstein, 1961, pp. 163; 332). These terms have been applied to mentally retarded persons grouped together for educational purposes. The implication or interpretation of the term trainable by some educators has been to indicate that TMR's experience great difficulty in learning typical academic classroom content, and therefore are incapable of learning, however such notions and the usage of the terms have come under attack (Cameron, 1972).

Gunzberg (1968) argues that:

> The traditional division into educable and trainable children is no longer appropriate.... This is an unfortunate division because it assumes the infallibility of I.Q. diagnostic testing and prognostic prediction, and fails to look at education as a preparation for life

> .... The word "ineducable" should disappear from the official vocabulary of the educationists. (pp. 201-202).

DiMichael (1969) explains that:

> these terms have the disadvantage of lending themselves to limited educational aims - ability to learn academic subjects. The terms lose meaning as preparation for adult living looms into view (p. 10).

Katz (1972) used the terms "more able retarded adult", "less able retarded adult", and "least able retarded adult" to identify different levels of ability of mentally retarded persons. According to Katz, "the more able retarded adult is one who, after receiving vocational rehabilitation services, is able to engage in gainful employment (p. 116). Katz explained that those in gainful employment are considered to be those who have made a successful adjustment to full-time employment in the competative labour market, and require no social assistance subsidy. Katz defined the less able retarded adult as one who "after vocational evaluation, has been found to be ineligible (not feasable) for further rehabilitation services, because he could not be gainfully employed even if such services were extended to him" (p. 135). This author re-emphasized that gainful employment as it is used here is full-time competitive employment. Katz also pointed out that over time, with appropriate training, counselling, and work opportunities, some "less able retarded adults" may develop into "more able retarded adults". The term "least able mentally retarded adult" was defined by Katz as "those who are so severely retarded as not to be capable of engaging in productive work of any kind, or who are capable of doing only the simplest type of work for very short periods of time"(p. 154).

The definitions and classifications of mental retardation reviewed in the current literature reflect that mental retardation is neither an absolute entity, nor a permanent one, but may vary depending upon the environmental context in which the person being assessed is placed, and the skills acquired by that person.

THE INCIDENCE OF MENTAL RETARDATION

The incidence of mental retardation in the general population is approximately three percent (Katz, 1972). The majority of these individuals fall into the mildly retarded classification (89%). The other levels have the following approximations: moderately retarded (6%), severely retarded (3.5%), and the profoundly retarded (1.5%). (Grossman, p. 19).

MENTAL RETARDATION SERVICES IN CANADA

Mooney (1971) and Anglin (1972) describe a number of major advancements to the development of services for the mentally retarded in Canada between 1964 and 1970. Probably the most significant of these developments were the National Crusade of the Canadian Association for the Mentally Retarded (CAMR) to raise funds to establish 14 research and demonstration projects across Canada, and the widespread improvement and proliferation of community based educational, vocational and residential services which paralleled or followed in the wake of these demonstration projects.

One of the more significant of these projects was the National Institute on Mental Retardation (NIMR), Toronto, which became the professional arm of the CAMR, the founding voluntary association. The National Institute, backed by public and private funding raised through the efforts of CAMR, and spurred on by the tireless, determined efforts of parents, volunteers and professionals, sponsored and co-sponsored training workshops, conferences, and research and demonstration projects on a nation-wide basis. The purpose of these efforts was to improve the quality and quantity of services available to mentally retarded persons in Canada.

According to Mooney (1971) the federal and provincial governments contributed to this thrust. Mooney states:

> Several provinces have taken steps to bring about more effective coordination of diverse departments (health, welfare, education, manpower, rehabilitation, corrections) having related responsibilities for mentally retarded persons (p. 2).

Mooney also wrote about the special grant to assist programs for the retarded that was authorized at the federal level in 1967. In describing that grant this author wrote:

> The special mental retardation grant authorized by the federal government in 1967...has been a major aid in bringing into being several new centres for teaching, training, and research, all of which are having a marked influence in improving the levels of understanding and skill of those public and professional persons concerned with mental retardation (p. 2).

The new centres for training and research reported by Mooney (1971) and Anglin (1972) include the Employment Training Centre in Toronto (now known as the Harry Foster Employment Training Centre), the Industrial Research and Training Centre in Edmonton (now known as the Western Industrial Research and Training Centre), and the Vocational Rehabilitation Research Institute in Calgary.

MENTAL RETARDATION IN ALBERTA

Recent studies conducted by the Province of Alberta were reviewed to determine the prevelance of mental retardation in Alberta. The Blair Report, Mental Health in Alberta (1969), estimated the number of mentally retarded persons in Alberta to be from 42,000 to 46,000. These estimates were based on the commonly accepted level of incidence which is that approximately 3% of any large population are found to be mentally retarded. The Government of Alberta (1970) in its Task Force Report on Mental Retardation reported that there were no published studies completed in Alberta which have determined the incidence of mental retardation in Alberta (p. 1). Using the commonly accepted 3% level of incidence, the Task Force estimated that in 1970, Alberta, with a population of 1,576,549 had 47,296 mentally retarded citizens of all ages and levels of retardation. Of this total number, about 75% were classified as mildly retarded, and 15% as moderately retarded. It is generally accepted among authorities that persons in these two levels of retardation can benefit from educational and vocational training services. The Task Force in its report projected that in 1970 there were an estimated total of 42,556 mentally retarded persons of all ages who would require either educational or vocational training services or both. Approximately half of this population are adults who would require vocational training services or employment in order to function successfully in society.

VOCATIONAL REHABILITATION SERVICES IN ALBERTA

Articles that have appeared in Provincial literature written since 1967 show a trend towards marked increases in the resources available for vocational rehabilitation of mentally retarded adults in Alberta.

Bowker (1965) in a brief to the legislative assembly reviewed the availability of services for the mentally retarded in Alberta, and reported that "special services for the retarded including education, vocational training and employment in sheltered workshops are not available outside the larger cities...rural areas are particularly lacking services of any kind" (p. 24). This writer recommended that "emphasis be placed on job placement of the mentally retarded in suitable community work or in sheltered workshops" (p. 27). Except for a few residential and educational facilities initiated by parents, associations for the retarded, and a few individuals, the major resource serving the mentally retarded in Alberta in 1965 was the Alberta School Hospital in Red Deer.

In the Blair Report (1969) the resources listed which provided vocational rehabilitation services for mentally retarded adults included the following: the Industrial Research and Training Centre (IRTC), Edmonton, presently known as the Western Industrial Research and Training Centre (WIRTC); the Vocational Rehabilitation and Research Institute (VRRI) in Calgary, both of which opened in 1968; Advance Industries in Calgary which opened in 1966; and Deerhome in Red Deer, which opened in 1958.

The Task Force Report on Mental Retardation (1970) reports that care, occupational and recreational activities for mentally retarded adults were offered at Deerhome, and that the Department of Social Development purchased vocational training services from the VRRI, Advance Industries, IRTC, and Sunrise Ranch in Coaldale.

Statistics synthesized from the Task Force Report (1970) and the Blair Report (1969) show the attendance of adults in facilities which provided vocational rehabilitation services to mentally retarded adults as follows:

Facility	Number of persons in attendance
V.R R I	165
I R T C	106
Sunrise Ranch	4
Deerhome	1,353
Advance Industries	60

(Figures taken from the Task Force Report on Mental Retardation 1970, pp. 4-5 and the Blair Report, 1969, p. 193).

In 1969-70 there were a limited, but unknown number of mentally retarded adults who were served by rehabilitation societies in Edmonton, Calgary, Lethbridge, and Medicine Hat. The programs of these agencies served primarily the physically and emotionally handicapped, with the mentally retarded being given second consideration.

PHILOSOPHY OF VOCATIONAL REHABILITATION

DiMichael (1969) wrote that the principle that work is one of the prime factors that helps develop dignity and a positive self image in humans is no less true for handicapped persons than for normal persons.

Dubrow (1961) in speaking at a conference at Manns Choice, Pennsylvania, stated that "If there are values of dignity, worth and self respect inherent in work per se, these values should apply to sheltered as well as to competitive employment. The absolute amounts of productivity or earnings are not necessarily the only or even the major criteria which determine these values".

In a society which places a high value on work as a measure of success and achievement, handicapped persons who are engaged in work share in that success and feeling of achievement. Younie (1966), further testifies to the value of work in developing the potential of persons who are handicapped. Younie states that:

> each of the handicapped may have vocational and other capacities that have not yet been realized but which can be utilized for success in adulthood if recognized and developed through the motivation of work (p. 13).

The position taken by Younie is based on a mental framework or model referred to in the literature as the developmental model (Roos, 1970). In this model, mentally retarded persons are viewed as being human beings first, and mentally retarded second.

Cameron (1972) provided a summary of the concepts found in the developmental model. He wrote:

> the developmental model sees differences in degree rather than kind between the retarded and the non-retarded. Indeed, in many respects, the needs and the behavior of the mentally retarded are thought to be the same as those of "normals". All mentally retarded individuals, even the profoundly retarded have potential for growth and learning. Appropriate training and educational programs are necessary. Children are called "pupils" and "students" rather than "patients" and "cases" (pp. 2-3).

Cameron summarizes the defectology model as follows:

> The defectology model (sometimes called the medical model) lays stress on preventive, etiological and organic aspects of retardation.... Genetic, hereditary, pathological conditions and malfunctioning are of major concern. Mental retardation, once in evidence, is viewed essentially as immutable and incurable. Behaviorally, according to the defectologists, the mental retardate differs from his normal peers not only in degree, but also in kind.
>
> . . . .
>
> Under the defectology model, programs and services tend to be segregated from the community. Children become "patients" care supercedes developmental activities, and educational and training programs are reserved for the relatively bright (p. 2).

Cameron asserts that:

> The developmental model stressing potential for growth

> and learning, is appropriate for educators. Indeed, the the great early pioneers in education for the mentally retarded, Itard, Sequin and Montessori quite clearly adapted individualized, optimistic approaches to programs for the retarded. Their developmental perspective is characteristic of the moving spirit which has and is an essential aspect of the normalization trend. The expectation that their pupils have capabilities worthy of cultivation is requisite in the armamentarium of special educators, (p. 5).

Jacques (1970) compares the developmental approach to the contrasting defectology model by the analogy of a bottle that is half full of liquid. This bottle may be viewed as being either half full, or half empty, depending on the position taken by the viewer.

From the description given of a special education program of the State of Wisconsin, Department of Public Instruction, Divison for Handicapped Children (1973) it is evident that the instructional program described was based on the developmental model. The description of an instructional model written for the state educational system in Wisconsin states that:

> basic to this model (the instructional model) is the concept that children of all levels of retardation can benefit from a planned, sequential and individually appropriate educational program (p. 3).

VOCATIONAL REHABILITATION AS A SUB-SYSTEM

If vocational rehabilitation agencies are to successfully achieve their objectives, they cannot operate in isolation (DuRand & Neufeldt, 1975).

An inventory of the needs of mentally retarded adults of varying abilities compiled by Katz (1972) and Brolin (1973) clearly indicate that to meet the many needs of most mentally retarded adults, programs to develop personal and social skills, residential living skills, as well as vocational skills are required.

Boyd (1974) wrote that:

> A comprehensive rehabilitation program encompasses early stimulation, education, medical, social and family services, income security measures, employment guidance and training, employment placement and follow-up, learning social skills and meaningful life activities. (p. 22).

Jacques (1970) emphasizes the need for interdependence and interrelationship of rehabilitative programs, due to the indivisibility of the human being. Boyd (1974) stresses that vocational rehabilitation agencies must have the "closest possible working relationship with the comprehensive local community health and social service delivery system" (p. 51).

Vocational rehabilitation consitutes however a very important portion of the total rehabilitation process for the mentally retarded. For most handicapped persons the rehabilitation effort must include programs for daily living skills, personal-social skills, and adjustment to community living (Brolin, 1973). Cortazzo and Runnels (1970) emphasize that:

> The principle objective in rehabilitating retarded persons is to render them as capable as possible of meeting their adult responsibilities in the community. Not only does society expect them to obtain and hold a job, but they are required also to obtain the following: 1) good interpersonal relationships so that they can get along on the job and in the community; 2) useful membership in a family or group; 3) assumption of citizenship roles and responsibilities; 4) constructive use of their leisure time; and 5) ability to function within the accepted spiritual, ethical and moral standard of our society. Obviously, the retarded adults adjustments to work and to everyday living in a community are interdependent and interwoven and, as a result, the community living aspect of adjustment needs as much consideration as does actual employment (p. 354).

OBJECTIVES OF VOCATIONAL REHABILITATION

Since vocational rehabilitation is viewed as constituting a subsystem of the broader process of rehabilitation, the objectives of vocational rehabilitation must constitute a specific portion of the objectives of the broader rehabilitation process.

Cortazzo and Runnels (1970) provide the following goal of rehabilitation:

> This is the rehabilitation goal in simple terms - to provide all the necessary conditions that will enable the retarded to perform the activities of daily life and thereby learn to respond vocationally and socially so that later in life they may compete successfully. Thus the true goal for the retarded is the development of independent behavior at the highest level possible as governed by their capacity and by our ability to train and rehabilitate them (pp. 354-355).

While most rehabilitation practioners (Boyd, 1974; Hefferin & Katz, 1971) hold the principle objective of vocational rehabilitation to be employment in the labour market, Burke (1970) states that "the vocational rehabilitation process has for its goal the maximum rehabilitation of its client" but adds "vocational rehabilitation goals may vary with the individual but all consummate when the client has been selectively placed in work commensurate with his overall abilities" (p. 28).

This same view is shared by Krantz (1970) and Jacques (1970) Greenstein and Fangman (1969) specify that:

> The broad goal of vocational rehabilitation is adjustment to work and society, but there are qualifications. Maximum adjustment to work may be: 1) in the competitive labor market, 2) in a sheltered workshop, 3) in a program of activities, or 4) in upgrading the individual so that he is able to assume more responsibilties in the home, thereby releasing some member of the family from a custodial role (p. 2).

The inclusion of the latter three options is not to suggest that the ultimate goal of vocational rehabilitation is not the desired result of all rehabilitation efforts, but to accept the reality that due to the limited abilities of some mentally retarded persons, the state-of-the art of rehabilitation technology, and the limited resources available for rehabilitation efforts, any significant measure of improvement of a handicapped person's skills along the dependence-independence continuum must be considered a measure of success. However, to consider a handicapped person to be rehabilitated before he reaches the highest level of independence that his abilities permit is an abrogation of a practioners responsibility.

TRAINING AND EMPLOYMENT SERVICES ESSENTIAL TO THE VOCATIONAL REHABILITATION PROCESS

Through the years that vocational rehabilitation programs have been in existence, practioners and researchers have identified a number of specific needs that mentally retarded adults have exhibited relative to achieving vocational success. A number of typical programs have been developed to help serve these needs. Due to widely varying factors which surround the development of vocational rehabilitation programs (such as variations in client needs, staff skills and experience, business opportunities, economic climate, funding, public and employer attitudes, parental expectations and training facilities) each program is usually different in degree from all others. But because of the similarity of the objectives of most vocational rehabilitation programs, a number of similar program elements may be found in most vocational rehabilitation programs. Through a review of the literature the researcher identified eleven training and employment services which can be found in most vocational rehabilitation programs, and which are considered by prominent authorities in vocational rehabilitation of the mentally retarded to be essential elements of the vocational rehabilitation process.

Nine of these 11 training and employment services that were identified are part of the preparatory or training phase of the vocational rehabilitation process and two constitute the employment phase of that process. The 11 services identified are prevocational training, vocational exploration, vocational evaluation, work adjustment training, personal adjustment training, skill training, placement, retraining, counselling, employment, and job stabilization.

The use of these terms as definitions or descriptions of the various programs entail difficulties because there is no standard identification of terminology with accepted practice within a definition of a program or service. Consequently, the activity carried on under a specific rubric may vary. Therefore services are identified and classified by their objectives, and then one of the more descriptive and commonly used titles was applied to each classification (Nelson, 1971, p. 271).

The following summary of the review of the literature presents the finding of the researcher relative to a number of authors who have identified each of the 11 training and employment services which are essential elements of the vocational rehabilitation process; the objectives of each service, as described by these authors; and the characteristics or principles important to effective provision of that service.

Nelson (1971) indicates that while it is important that rehabilitation agencies be prepared to provide all of these services, the specific program for an individual or group of individuals with similar needs may be "a constellation or group of specific services in different combinations from time to time as required" (p. 274).

Most vocational rehabilitation programs for mentally retarded adults are provided by vocational training centres and work activity centres. These centres may also be known under various titles such as: workshops for the handicapped, sheltered workshops, rehabilitation workshops, work training centres, occupational training centres, vocational rehabilitation centres, day activity centres, and the like. Nelson (1971) in his book Workshops for the Handicapped in the United States; An Historical and Developmental Perspective, devotes an entire chapter (Chapter IV) to definitions and classifications of workshops.

PRE-VOCATIONAL TRAINING

DuRand and Neufeldt (1975) identify pre-vocational training as an essential element of a vocational rehabilitation system. Its goals, they state are:

> a) to maximize an individuals independence, b) to teach the use of such public services as transportation systems, public health services, and public recreation facilities, c) to teach self care skills, including grooming, laundry, shopping, and cooking, d) to teach individuals how to budget income properly (p. 15).

The emphasis of pre-vocational training is to develop independence that will lead to increased opportunities and options of vocational activities and familiarize the handicapped person, through experience with the types of decisions required to successfully complete a task. Pre-vocational training may be done at home, school, developmental centres, work activity centres or other locations.

Feltham (1972) describes a pre-vocational program designed to develop motor skills, attitudes, attention span and other related skills.

McColl (1967) recommends that pre-vocational training for the mentally retarded should begin concurrently with enrollment in special classes at either the primary or the intermediate level of education with emphasis on the development of personal grooming habits, good work attitudes, acceptable social skills, and other traits which employers seek and desire.

Feintuch (1972) describes a pre-vocational training unit where behavior modification techniques are used to develop desired interpersonal and work behaviors, and good work habits, with the intent of preparing handicapped workers to meet the minimum requirements of more demanding programs in work adjustment and employment preparation programs.

Nelson (1971) says that individuals in pre-vocational training are usually not ready for preparation for work, or for employment. He also indicates that pre-vocational training may include training in activities of daily living, social and personal adjustment, and remedial education, to overcome arrested development deficits due to disability.

Zaetz (1969) describes an institutionally based pre-vocational program for mentally retarded adults as having as "its basic philosophy of purpose, the channeling of craft activities, recreational skills, and social recreational activities toward purposeful activity" (p. 3). The program he describes also includes mechanical assembly and disassembly tasks using tools, with specific effort applied to assist its trainees to realize they are part of a program. Zaetz reports that the participants in this pre-vocational program showed development in the areas of body awareness, physical coordination, self confidence, social development, attention span, feeling of accomplishment, motor abilities, and initiative.

According to Frankel (1966):

> these workshop activities are intended to contribute also to further motor-perceptual development... to aid the trainee to acquire some values, to learn to work conscientiously, to cooperate, to become responsible, and to experience achievement and some feeling of worthwhileness (pp. 46-47).

Wilkie et al.(1968) describes a pre-vocational program with goals "to stimulate interest, evaluate abilities and provide adult students with a sense of accomplishment in addition to instilling proper work habits and attitudes of personal hygiene and conduct" (p. 36).

Young (1969) states that "ideally, a pre-vocational program must be provided in which the handicapped acquire interests, skills, attitudes, and knowledge necessary for later, successful occupational adjustment" (p. 56).

VOCATIONAL EXPLORATION

Through the varied experiences of daily living most normal persons exposed to people working in a broad spectrum of careers in the world of work develop an awareness of the demands and working conditions associated with these careers. Many mentally retarded persons, through limited exposure to the working world, and their reduced ability to learn spontaneously from that exposure, do not learn enough about their own abilities and limitations, and the working conditions and demands associated with jobs to enable them to participate meaningfully in realistic career choices. Consequently an important element of a successful vocational rehabilitation program for the mentally retarded should include a vocational exploration or career awareness program.

DuRand and Neufeldt (1975) suggest that ideally and typically, most persons develop an awareness about available career opportunities through typical child curiosity, however, "if an individual has not had the opportunity as a child to develop such an awareness, as is the case with many physically and mentally handicapped individuals, then it becomes important such a person have specific opportunities to be exposed to actual job situations" (p. 20). These authors also suggest that the most realistic approach to an exploration of vocations should be a real "hands-on" experience where a person actually becomes involved in a job.

DiMichael (1964) reports "dissatisfaction with the current wide spread finding that retarded adolescents lack occupational information and appropriate understanding of real working conditions and jobs" (p. 10). He adds:

> A wide and varied series of simulated job projects is advocated. The job projects would be miniatures and adaptable parts of semiskilled and unskilled jobs found in the local work community. The objective....would be to introduce students to such jobs, accelerate the maturation of vocational interests, and induce self-evaluation leading to more realistic job choices later (p. 10).

Bugher (1976) describes two basic approaches to developing career awareness in regular schools as follows:

> Some individuals support the concept that exploration can be adequately accomplished with the passive informational approach using films, tapes, booklets, and other media describing or otherwise "telling about" occupations along with field trip observations of real work situations. Other individuals support the need to supplement these activities with "hands-on" experiences with simulated work tasks which give students a "see how it feels" set of experiences in a broad variety of occupationally related tasks and work characteristics (p. 13).

Boyd (1974) says that "vocational training centres must provide within its facility or through an arrangement with outside industry a "hands on" experience to assist the disabled person to make a realistic occupational choice (p. 29)."

A number of other authors, Irvine and Plumpton (1970), Wilkie, et al. (1968), and Young (1969) consider vocational exploration to be an essential element of vocational rehabilitation programs for the mentally retarded.

The career selection portion of the educational curriculum developed for the educable mentally handicapped by Cooperative Educational Services (1973a) has the following objectives:

> 1. The student will identify a variety of employment facilities and job requirements.
> 2. The student will compare and evaluate benefits and non-benefits of employment and unemployment.
> 3. The student will evaluate working conditions in the following ways: payrates, duties, fringe benefits, and opportunities for advancement.
> 4. The student will identify and evaluate his own limitations and capabilities as they relate to employment (p. 1).

The career awareness portion of the training curriculum developed for the trainable mentally handicapped by Cooperative Educational Services (1973b) has the following objectives:

> 1. The student knows general categories of jobs as they relate to the community.
> 2. The student can name jobs he can hold related to his own skills (p. 1).

DuRand and Neufeldt (1975) emphasize the following principles for an effective vocational exploration program:

> i. Work experience must serve as a base for an informed choice of careers. Thus it becomes important for an individual to have direct experience with a variety of actual work settings before an informed decision can be made, no matter how handicapped the individual involved is.

ii. Work experience must be "hands-on".

iii. Work experience must take place in a realistic setting.

iv. Work experience must allow the individual to evaluate his own potential and performance in a possible career.

v. Work experience must lead to a vocational choice (p. 21).

Frechette (1972) feels that "career information ought to be centred on the dynamic aspects of work, such as the affinity between the worker and his job, and the connection between satisfaction at work and satisfaction in life" (p. 31).

VOCATIONAL EVALUATION

Hoffman (1973) gives two widely used definitions for vocational evaluation: a) evaluation for pertinent medical, psychological, vocational, education, cultural, social and environmental factors, b) the assessment of an individuals vocational strengths and weaknesses through the utilization of work, real or simulated, for the purpose of developing a vocational plan of action. Nadolsky (1973) concurs with the latter of these definitions. Vocational evaluation has been widely used by many in attempts to: predict the potential for vocational success of mentally retarded individuals; assess the state of a handicapped person's readiness for employment; and identify vocational strengths and weaknesses, thereby identifying areas of focus for remedial programming.

According to Boyd (1974) vocational evaluation is a continuous process. Vocational evaluations may consist of a single short term evaluation effort, particularly when individuals are referred to a vocational rehabilitation agency expressly for a vocational evaluation. However, when persons who are referred for vocational evaluation also enter a program of rehabilitation services, vocational evaluation becomes a constant ongoing effort. Continuous observations and periodic assessments are often conducted on arbitrarily selected calendar dates, or at key stages in the rehabilitation program for each individual.

Typically, the pattern of vocational assessments for an individual in a vocational rehabilitation program will include an intitial evaluation performed at the time of referral, interim evaluations to assess progress of the individual, and program effectiveness, a pre-placement evaluation to determine the readiness of the individual for placement in a specific employment setting, and a post placement evaluation to determine the competence of the worker and his adjustment to the placement.

As the technology of vocational evaluation developed, a number of techniques were used for assessing the potential that mentally retarded persons had for employment. According to Nelson (1971), during the first half of the twentieth century, vocational assessments were based primarily on medical evaluation, psychometrics, and interviews designed to acquire facts connected with social, personal, and vocational factors. Workshop personnel also depended upon observation of the persons performance on assigned tasks.

Nelson (1971) also reports that:

> By the middle of the century, it was becoming apparent that the medical-psychometric-interview approach alone was not predicting the assets of severely handicapped and uneducated individuals, but was denigrating them because they could not respond effectively to the verbal, abstract, symbolic, or physical criteria applied. It was also apparent that many who were rated highly by these means alone failed at work because of characteristics not tested by these methods (p. 277).

During the 1950's and 1960's, workshops developed personal and social assessments through situational techniques, observation of performances, work samples, and measurement of productivity in simulated and actual job situations.

At the conclusion of a thorough review of numerous research studies related to the prediction of the vocational success of mentally retarded individuals, Wolfensberger (1967) concludes that the success of researchers and practitioners in identifying factors which provide accurate predictions of the employment potential of the mentally retarded is very limited. Nothing seems to be a better predictor for employment than work itself.

Tobias (1964) feels that those evaluative techniques that assess initial performance are not very appropriate for the mentally retarded, since ultimate efficiency is often a more significant factor than initial performance or speed of acquisition.

In spite of the difficulties encountered in trying to find factors for prediction of work potential, evaluation of the mentally retarded for the purpose of planning a vocational program is very useful. When accurate evaluations of the functioning level of handicapped individuals in significant work related skills and behaviors are available, training programs can be more accurately prescribed to meet the needs of these individuals.

Erickson (1966) emphasizes the need for accurate evaluations and ensuing placement of trainees into programs appropriate to their needs so that progression is maximized, and failures and the wasted time, money and effort are minimized.

Methodologies of vocational evaluation. Hoffman (1973, pp. 16-19). and Nadolsky (1973, (1973, p. 298) list and define five methodologies of vocational evaluation in this way:

a) job analysis is the process of defining significant worker traits and requirements and comparing them with the technical and environmental facts of a specific job. While job analysis is a useful tool in the rehabilitation process Hoffman points out that it is rarely used as a means of evaluating the work abilities of an individual.

b) psychometric testing is used to measure intelligence, interests, aptitudes, dexterities, academic abilities and personality. Hoffman cautions that such tests may provide quick objective information, but have severe limitations, which led to the development of the work evaluation methodologies of work samples and situational assessments.

c) work samples are tests that permit collection of data and observations while the person being evaluated is engaged successively in a series of actual or simulated work tasks.

d) situational assessments consist of the observation of work related skills and behaviors while those being assessed work in workshops on tasks similar to those found in real jobs.

e) job tryouts provide opportunity for evaluators to observe work related skills and behaviors of those being assessed while they are engaged in actual work in real work situations.

Factors of vocational evaluation. Numerous factors which have been found to be relevant to employability have been identified by practitioners and researchers in the field of vocational rehabilitation. Practitioners have developed instruments and checklists to use in assessing the strengths and weaknesses of handicapped persons on the following factors: work adjustment; personal adjustment; and vocational skills and aptitudes.

Factors of work adjustment may be further divided into the subclassifications of work personality and work habits. According to Hoffman (1973) factors of work personality include relation to supervisors, relation to co-workers, frustration tolerance, and reaction to instructions and criticism. Work habits include the factors of punctuality, attendance, reliability, attentiveness, consistency and safety consciousness.

Factors of personal adjustment include personal hygiene, grooming, appearance and social development.

Factors of vocational skills and aptitudes referred to by Hoffman as factors of specific employability include factors such as: work skills specific to particular jobs, dexterities, coordinations, stamina, level of intellectual functioning, and academic achievement.

Similar listings of factors of vocational evaluation are provided in the writings of Kolstoe (1960) and Young (1969).

From the review of the literature on vocational evaluation the following list of the factors of vocational evaluation was formulated:

Factors of work adjustment (work personality and work habits)

- response to direction, supervision, correction
- co-worker interpersonal relationships
- work tolerance, perseverance
- physical stamina
- punctuality, attendance
- reliability, attentiveness, consistancy
- independence, self-reliance
- motivation, accuracy, productivity, pacing

Factors of personal adjustment

- hygiene, grooming, appearance
- community awareness, use of community services
- transportation, budgeting
- use of leisure time
- family and social relationships, etc.

Factors of vocational skills and aptitudes

- work skills - skill level, competence, speed
- physical abilities, dexterities, coordinations, stamina
- aptitudes, interests
- academic achievements
- communication skills
- concept attainment, level of intellectual functioning, etc.

WORK ADJUSTMENT TRAINING

Katz (1972), Brolin (1973), Borrelli (1972) and Shulman (1967) report that the major reason for loss of employment by mentally retarded workers is primarily due to a lack of social skills rather than inability to do the job. Simply being able to perform the required tasks on a job is not sufficient to ensure acceptance on a job by employers and co-workers.

Feintuch (1972) indicates that work adjustment training should be provided to handicapped persons to teach these individuals the basic attitudes and work habits required of workers in a society. Borrelli (1972) emphasizes the need for the work adjustment training phase to focus with great "emphasis on interpersonal relationships since most clients experience more difficulty relating to others than acquiring the mechanics of production " (p. 16).

Hallenbeck and Campbell (1974) state that the purpose of work adjustment training is "to adapt behavior patterns to the responsibilities of the role of employee" (p. 182).

A number of work related skills, habits and attitudes which constitute successful vocational adjustment have been identified by several researchers and practitioners, DuRand and Neufeldt (1975), Boyd (1974), Young (1969), Hallenback and Campbell (1974), Wilkie, Krivitz, Clark, Byer and Cohen (1968), and Cooperative Educational Services (1973), Nelson (1971). These include the following: positive response to direction, supervision, and correction; co-worker interpersonal relationships; work tolerance, perseverence and physical stamina; punctuality, attendance, and reliability; attentiveness and consistency, self reliance and independence, motivation and accuracy, productivity, and pacing. Young (1969) suggests that work adjustment training consist of a "variety and sequence of simulated and real occupational experiences designed to afford the individual an opportunity for self-development towards the program goal" (pp. 47-48).

Brolin (1973) stresses the desirability of individualized programs based on clients needs. He states:

> The work adjustment program is planned individually for each student and concentrates on his particular deficiencies that have been delineated in the work evaluation period. The work adjustment program helps the student develop adequate physical tolerances, change work behaviors, and acquire new vocational related information and experiences (p. 14).

Brolin suggests three techniques of work adjustment. One of these techniques is a simulated work experience setting that provides work activities and that emphasizes productivity. Another technique is individual and group counselling. The third technique and perhaps the most effective with many retarded individuals is behavior modification in which operant conditioning focuses on reinforcement to control and shape behavior. The goal in the behavior modification approach is to alter the clients work environment so that appropriate behaviors are learned and maintained and inappropriate behaviors extinguished.

PERSONAL ADJUSTMENT TRAINING

While successful adjustment in employment is largely due to adequate work skills, habits and attitudes, while on the job, there are a number of factors in the social or personal life of an individual which may have a strong influence on vocational success. This is clearly illustrated in the writing of Cortazzo and Runnels (1970).

Goldstein and Heber (1961) state that "research has demonstrated job failure to be as much as a function of difficulty in the accessory adjustments to the job as inability to perform the manual skills required by the job itself" (p. 309). These authors take the position that it is valuable to include in the curriculum teaching units on health and safety, social development and adjustment, personal grooming, family living, and community living. This approach is also supported by authors such as Rosenberg (1973), DiMichael (1964), Gunzberg (1968), Shulman (1967), and Cooperative Educational Services (1973).

More complete listings of curriculum for personal adjustment training include: hygiene and grooming, awareness of the community, use of community services (especially transportation systems), budgeting, use of leisure time, family and social relationships, and responsibility for possessions and property. These items of personal adjustment are recommended by the United States Department of Health, Education and Welfare (1963), the State of Wisconsin (1973), Goldstein and Heber (1961), Wilkie, Krivitz, Clark, Byer and Cohen (1968), Boyd (1974), DuRand and Neufeldt (1975), Gunzburg (1968), DiMichael (1964), and Cooperative Educational Services (1973).

VOCATIONAL SKILLS TRAINING

While the need for a successful adjustment to the social and interpersonal demands at work and away from work are important to overall successful rehabilitation, ultimately the handicapped employee must have the skills to perform the tasks required by an employer.

DuRand and Neufeldt (1975) state that "one of the fundamental purposes of a Vocational Services System is to teach skills to individuals, skills that can be marketed, and hence increase the employability of an individual" (p. 21).

Vocational skills versus daily living skills.

It is considered important to make a distinction between vocational skills and daily living skills. Vocational skills refer to those skills required to complete tasks which a person performs as part of his employment, occupation, or means of earning income. Daily living skills refer to those skills required to complete tasks which a person performs as part of his personal life. A few examples may help to illustrate this difference. A person being trained as a chambermaid receives vocational skills training in tasks related to bed making. A person who is not employed to make beds may receive training in bed making, for the purpose of keeping their own living quarters orderly. The latter training would be considered training in daily living skills. A person being trained as a laundry worker who learns to launder and mend clothing as part of their occupation in developing vocational skills, where a person learning to launder and mend clothes for their own personal use would be receiving training in daily living skills (State of Florida,(1974; Cooperative Educational Services, 1973).

Guidelines to effective skills training. DuRand and Neufeldt (1975) provide a number of principles that might be used as guidelines to effective vocational skills training. The first principle, which is also recommended by Boyd (1974), and Goldstein and Heber (1961) states that vocational skills training should be conducted in occupations for which there are or will be employment opportunities available to those trained. Care should be exercised in selecting the occupations for which trainees are trained to ensure that upon completion of the vocational skills training that the individuals not only have sufficient skills to be employable, but the job market, transportation system and other factors surrounding the job make it possible for the individual to be placed in employment.

The second principle (DuRand and Neufeldt,1975; and Boyd, 1974) is that vocational skills training must be conducted by competent, skilled workers. The point of emphasis here is that the trainers have knowledge and experience in the skills and demands of the jobs for which they are training workers. The trainers should have first hand experience in those jobs so they can teach the skills, the demands and the standards of performance required for the job.

The third principle is that vocational skills training must take place in realistic settings so that the training activities resemble as closely as possible the actual work environment.

The fourth principle that DuRand and Neufeldt (1975) state is: that vocational skills training must teach specialized skills. That is, the training should teach precisely those skills required for a specific job rather than trying to teach a broad spectrum of skills some of which may not be directly part of the job. DuRand and Neufeldt provide the following example of this principle: Mentally handicapped persons may not make very good general garage mechanics; however, it has been demonstrated that some make very fine tune-up mechanics. Other examples might also be given to illustrate that quite handicapped individuals frequently can perform very well in a complex setting simply by having learned specialized rather than more general skills (p. 25).

Young (1969) provides the following guidelines for vocational skills training:

> 1. Train for the acquisition of basic employability characteristics.
> 2. Provide the academic teachers with information about the needs in academic skills as they relate to a specific vocational training area.
> 3. Train at a level of competency which matches the youth's potential.
> 4. Train in an area where the student can master a skill which is saleable.
> 5. Where possible, combine training in the school with on-the-job training.
> 6. Be prepared to provide for shorter instructional periods and for longer total time for course completion.
> 7. Be prepared to repeat segments of instruction particularly for those students who possess learning handicaps.
> 8. Make provision for individualized instruction.
> 9. Utilize demonstration lessons and manipulative endeavor in the case of handicapped students with learning disabilities.
> 10. Provide for frequent reinforcements of student's progress in learning situations.
> 11. Make certain to treat all aspects of a learning situation; never take for granted the occurrence of incidental learning.
> 12. Place great emphasis upon safety procedures and caution in the use of tools and equipment.
> 13. Ensure an emotionally stable and predictable training environment.
> 14. Make copious use of the pre-vocational evaluation and the vocational counselor's support (p. 73).

Location of vocational skills training. It is possible to conduct vocational skills training for the mentally retarded in a number of locations and settings. DuRand and Neufeldt (1975) suggest that vocational skills can be provided on job sites in business or industry, in colleges or technical schools, and in vocational rehabilitation agencies. The most appropriate site and training arrangement selected for training each individual will depend on a number of factors. These factors would include variables such as: the ability level of the trainee; the current skills the trainee has; the tasks to be learned; the setting in which the task is to be performed; the availability of training staff with the necessary skills; the existence of an appropriate training plan; and possibly other variables.

Technical schools and colleges. When selecting an appropriate mode and location of training Boyd (1974) suggests that the first site to be considered for vocational skills training should be in the programs offered by public and private training facilities where the regular populous receive vocational skills training. Boyd states however that mentally retarded persons must first meet the admission requirements and maintain satisfactory achievement to remain in a regular program. Retarded adults who do not meet these conditions should be trained in another setting.

Nelson (1971) points out, however, that "the mentally retarded, the orthopedically handicapped, and other handicapped persons found that the vocational schools either refused them admittance or were unsuited to their needs" (p. 9). The vocational schools serving the general public are often unsuited to the needs of the handicapped because they fail to provide special techniques or content required by handicapped persons to learn the job skills needed for employment.

DuRand and Neufeldt (1975) suggest that to meet the needs of mentally retarded persons, vocational schools and community colleges may need to adapt their programs to more closely meet the needs and abilities of these students. Modifications that may need to be made to the regular skills training courses include: longer periods of training for the same content; narrowing of course content to provide specialized training for specific jobs; adapting or reducing the related academic courses to minimize the amount of related academic instruction and focus on skill training.

College or technical school courses that have been appropriately modified could provide a desirable setting for vocational skills training of mentally retarded adults.

On-the-job training. On-the-job training has proven to be one of the more successful means of skills training for the mentally retarded (Nelson, 1971; Goldstein & Heber, 1961; Borelli, 1972) and can be provided through several different arrangements.

DuRand and Neufeldt (1975) encourage apprenticeships as one type of on-the-job training (p. 25). Persons who may not be able to achieve full journeyman status may achieve sufficient skills to be a journeyman's assistant in a specific trade.

Fendell (1970) takes a different position on apprenticeships when he pointed out that normal apprenticeships are usually inadequate because of the lack of supervisory time given to ensure mastery of skills, and adequate time to add work adjustment considerations (p. 331).

DuRand and Neufeldt (1975) also suggest the use of industrial training stations where selected small groups of mentally retarded persons would receive on-the-job training in industry or regular work settings under qualified supervision provided by a vocational rehabilitation or training agency. These authors believe that skill training should be provided within an industry with the cooperation of management and with the view of promoting to regular employment those handicapped persons who prove their worth as workers. Boyd (1974) supports the use of training stations in industry, adding that to purchase the equipment required to provide realistic training for industrial jobs would be very costly to other agencies.

Bitter & Bolanovich (1966) and Nelson (1971) recommend a similar arrangement which they refer to as a "job site". Bitter and Bolanovich describe a job site and its advantages in this way:

> Another major resource is the employer and his place of business, referred to as a "job site". These job sites are used for evaluation and training in a milieu of direct work experience. Cooperating exmployers let clients work or train at their locations for varying lengths of time as prescribed by counsellors for specific training objectives. Such sites differ greatly, not only in terms of job duties, but also in terms of responsibility, psychosocial complexity, and work pressure (p. 331).
>
> . . . .
>
> The employer job-site experiences then provide an excellent basis for further evaluation, adjustment training and specific job preparation" (p. 332).

Work-study programs. A means of vocational skills training and work adjustment training for the mentally retarded that has come into widespread use is known as work-study. In a work-study program the student usually spends part of a day or week acquiring work experience and learning specific job skills. The remainder of his time is spent in school (Goldstein & Heber, 1961). Fendell (1970) states that work-study programs have been designed to "facilitate the student's transition from school to employment by providing actual work experience directly related to the academic offerings" (p. 330).

Borelli (1972) describes a work-study program as a program where:

> a student spends part of his time at school and part at a "work station", which may be a competitive job or workshop setting, depending on age, level of ability, and availability of work.
>
> Some states (eg. New Jersey) involve high school age students on a half-day basis; others use an alternate day basis. New York prefers an alternate week format. With this arrangement on a competitive job two students are placed to provide the employer with one continuing worker (p. 61).

Fendell (1970) cautions, however, that many mentally retarded students are not ready for individual placement in the work portion of work-study programs, but can function well in team work experience placements. Fendell describes this type of program in the following way:

> In team work experience...a vocational instructor is responsible for the supervision and training of the work crews at the job stations. Students spend half a day with the special education teacher following a vocationally oriented curriculum and are assigned to groups of five for supervised work experience (p. 330).

Vocational training centres. Vocational training centres, sheltered workshops, and activity centres might serve as a setting to teach vocational skills to the many mentally handicapped persons who are not ready to be placed in the more demanding programs such as work-study, on-the-job training, apprenticeships, or technical colleges.

Nelson reports that in 1965 with the passing of amendments to Public Law 89-333 known as the Vocational Rehabilitation Amendments in the United States, grants were authorized to public and private non-profit agencies that would pay a maximum of 90 percent of the cost of projects for training services. Nelson states that:

> To qualify for the training services grants, training objectives had to be chosen in occupations or job families for which there was a demand in the community. Training curricula had to be in written form. Thus workshops began training on a large scale for work not in the shops and under formal and planned curricula...In addition, skilled instructors were often hired with specific training in the occupations they taught. Training was given in many levels of occupations such as janitors, data processors, and electronic assemblers (p. 288).

While special circumstances such as the above mentioned legislation do provide periodic impetus to provide skills training for specific job openings in the community, most skills training in workshops occurs on the type of jobs available in the workshops. Nelson (1971) reports that most vocational skills training offered in vocational training centres has "taken place on work being done in shops and was therefore limited to the kind of work available" (p. 288). For most training centres, this is still the practice. Gold (1972) states that:

> Workshops presently accept subcontracts that require little in terms of ability or training. A result is a low level of habilitative training and a low level of remuneration (p. 524).

Gold says that workshop personnel avoid more complex and also more remunerative contracts for workshops because they underestimate the potential of the retarded to perform complex tasks. Gold said:

> This restriction in selecting contracts is one cause of the unprofitable operation of most sheltered workshops. Increasing income, both for the clients and the workshop would allow for improved services and programs, and a better life for those served (p. 524).

DuRand and Neufeldt (1975) summarize the need for improvement of the vocational skills training offered in workshops when they wrote:

> Our various vocational rehabilitation resources agencies (Sheltered Workshops, Work-Activity Centres) should be up-graded and refined so as to more effectively provide the kinds of vocational skill training required by business and industry. Many opportunities other than such typical tasks as rug weaving and ceramics need to be sought out and developed so that these centres can become both sites of sheltered employment and sites for training vocational skills that are placeable in rural as well as urban North America (pp. 26-27).

Techniques of vocational skills training. Trainers who provide work skills training to mentally retarded persons have developed and used training techniques which have been successful in varying degrees. Gold, while in the process of developing a teaching technology for use with the retarded, has conducted a number of studies (Gold, 1972, 1973, 1974; Gold & Barclay, 1972) which show that with the application of well designed training procedures, the retarded can learn to perform complex assembly tasks thought by practitioners to be beyond the ability of the retarded. Gold states that:

> An important outcome of this study is the discrepancy demonstrated between the capabilities of moderately and severely retarded individuals and what is expected of them in sheltered workshops. While certain manipulations produced an increase in learning rate, even the lowest performing groups did far better than was expected of them by the workshop personnel (p. 524).

The technique of skills training, entitled the "Try Another Way" technology, which was developed by Gold during the course of his research (1972, 1973, 1974) is based on a comprehensive three part system of task analysis, coupled with training guidelines which direct the trainer in the use of assistance to the learner, and reinforcement, which Gold calls "feedback". The three parts of the task analysis include: a method task analysis of how the task is to be done; a content task analysis which outlines the exact steps a learner must follow to complete a given task; and an instructional process analysis which outlines precisely what the trainer does to teach the task to the learner.

Whelan (1971) recommends the use of standardized methods of task analysis such as Methods-Time-Measurement (MTM) that was developed by members of the Methods Engineering Council (Maynard et al., 1948) or a later system of second general level MTM (MTM-2) which employs 10 basic motion categories to analyze industrial tasks. Two advantages of this system of task analysis are: it provides time standards for specific operations; and it provides effective methods for performing any job derived from normal workers. Whelan further suggests a need to combine the industrial methods of work study (MTM) with operant technology.

Gunzburg (1968) in discussing learning by the retarded learner says that "no incidental learning will take place unless his attention is constantly drawn to the various important facts" (p. 116).

From the literature reviewed on skills training it would appear that while the use of a simple demonstration technique of training may be successful in teaching many skills to the mentally retarded, the use of structural well developed training programs which consciously teach every task and sub-task appear to achieve a higher level of success.

JOB PLACEMENT

While some mentally handicapped persons can successfully find employment on their own, Goldstein and Heber (1961) indicate that the rate of success is higher when they are given assistance through the efforts of a job placement program.

Ranta (1963) has said that:

> Job placement is the last but important - perhaps the most important - link in the process called vocational rehabilitation. It is said that rehabilitation cannot be considered successful until the rehabilitee is placed in remunerative and satisfying employment. This is recognized as the ultimate goal of rehabilitation" (p. 15).

An anlysis of descriptions of the job placement process provided by Young (1969, p. 75) the National Association of Sheltered Workhops and Homebound Programs (1966, p. 28) Goldstein and Heber (1961, pp. 317-329) and DuRand and Neufeldt (1975, pp. 31, 32) reveal general agreement that job placement consists of a four step process which includes: evaluation of the skills and needs of the person to be placed; exploration of the details surrounding a number of job opportunities; a matching of the skills and abilities of the person with the requirements and demands of the job; and actual placement of a person in a job. The pre-placement evaluation which is conducted to determine the readiness of a trainee for placement in a specific job should include a review of all the factors of work adjustment, personal adjustment and vocational skills. Goldstein and Heber (1961) further suggest an assessment to determine the amount of assistance the trainee may require to successfully locate and secure employment. The exploration of details surrounding job opportunities should be used to formulate a profile of available jobs which outline factors such as the skills required, duties, physical demands, emotional demands, standard of performance required, attitude of the management and employees toward mentally handicapped persons, and access to public transportation.

The process of matching the skills and abilities of the person to be placed with the requirements and demands of the available jobs should include the trainer, the person serving as placement officer, the person to be placed, and in some instances, selected members of the trainee's family.

Where often times the approach used is to match a worker to an existing job, DuRand and Neufeldt (1975) strongly suggest matching a job to the worker.

Younie (1966) recommends that great care be taken during the matching and subsequent placement to ensure the highest level of success possible not only for the benefit of the trainee who may be adversely affected by a failure, but also for the benefit of the employer. Younie states that "each client is...a product against which future clients will be measured. If public attitudes are to be improved, if employers are expected to continue hiring the retarded, clients must be carefully placed" (p. 13).

The actual placement of a person in a job is a very important step in the placement process and should be done with a great deal of care. Typical steps in the placement process include a job interview, orientation of the worker to the job, the setting, the supervisors, the fellow workers, the daily routines and procedures, and transportation to the job. Young (1969) emphasizes that a final training effort may need to be implemented to ensure that the specific skills, duties, procedures, the location of washrooms, medical stations, payroll office, and other important information contained in the orientation is adequately learned. Young states:

> It should not be assumed that most handicapped persons will learn these things incidentally. They may be shy, embarrassed, or not even knowledgeable that certain facilities or services are provided (p. 76).

The employer and fellow employees may also require some orientation to the handicapped worker. Kidd (1966) states:

> a more productive approach, particularly for the handicapped, would be first to find the specific job, then get it ready for the prospective employee while getting him ready for that particular "nest". It is increasingly recognized that the success of job placement of the handicapped rests on the readiness of the job (the supervisors and fellow workers) for the handicapped workers as well as readiness of the worker for the job (p. 57).

Nixon (1970) suggests that some jobs may need to be modified to meet the abilities of the handicapped worker. DuRand and Neufeldt (1975) stress that "the trainer (the person responsible for the placement) must be absolutely satisfied that the trainee is able to function on that particular job setting with the present employees. Any adjustments must be made by the new trainee and not by the plant or the plant's employees" (p. 32).

Nelson (1971) relates that after completing the required training in work adjustment, personal adjustment, vocational skills, and counselling on job seeking, some mentally retarded adults are able to find their own employment. He indicates, however, that most mentally retarded adults require assistance in job placement. Nelson reports that the task of job placement may be assigned to rehabilitation counsellors, placement officers, or persons who share the tasks of contract procurement, sales, and job placement.

DuRand and Neufeldt (1975) describe a different method of job placement than that described above where the trainer works alongside the new employee in his new job, acting as a trainer and model worker for a period of time after the placement occurs. DuRand and Neufeldt say:

> A much more desirable method would be to start with a trainee, and look for a job that suits him rather than the reverse. Ideally, our vocational skill training programs will be staffed by tradesmen or technicians who have long experience in the trade areas being taught and are familiar with the job market for those areas... Thus, as a trainee becomes ready for employment, the trainer, not the counsellor, matches his skills with existing job opportunities. When the trainer feels that a successful matching or pairing is possible, he approaches the prospective employer and discusses with him the trainee and his capabilities. The trainer also talks with the trainee about the potential for employment with that particular employer and company. If an agreement to have a job try-out is reached, the trainer accompanies the trainee to the job for a number of days. (pp. 31-32).

DuRand and Neufeldt (1975) and Boyd (1974) suggest that persons who are not placeable in competitive employment can be placed in non-competitive or "sheltered" employment. Kokaska (1971) urges that mentally handicapped persons should be placed in good paying jobs whenever possible.

RETRAINING

It is typical for most normal workers to work at a number of jobs, and sometimes change their career patterns one or more times over their working lives. Goldstein and Heber (1961) report that educable mentally retarded employees change jobs about as frequently as their normal peers during the first few years after leaving school. The reasons underlying these changes are many, including dislike for the work or wages, changes in requirements for the job, changes in the work site, and so forth. DuRand and Neufeldt (1975) and Goldstein and Heber (1961) suggest that opportunities be provided in either day or evening programs for mentally retarded workers to be retrained to upgrade their skills for new skill areas. These authors suggest also that this retraining occur before job severance takes place so that disruptions or crises which can upset handicapped workers, employers, and social service and training agencies are avoided or kept to a minimum.

Goldstein and Heber (1961), Fendell (1968), Drucker (1968) and Katz (1972) all recommend that continuing or adult education opportunities be provided for mentally retarded adults. Katz recommends that "these students should be counselled...to take only college courses in which they can be successful with little competition from other students" (p. 242). Katz suggests that:

> Junior colleges should add special courses to their curricular offerings designed to further train the retarded student ... Courses with vocational implications should be based on the work-experience model, in which the student attends classes and has concomitant work experience on the job (p. 243).

Goldstein and Heber state that:

> A continuing adult education program will facilitate the transition from one job to another, or from one job locale to another.
>
> An adult education program also contributes to continuing progress in community adjustment. A program that offers continuing education beyond the general school program will upgrade the efficiency of many students and render them more effective as citizens. At the same time, those mentally retarded young adults who fail to reach their potential in academic achievement before leaving school would have an opportunity for further progress in the area. The experience of the few communities with adult education programs for the mentally retarded indicate that it is at this level that many of these students become motivated to improve their skills in the traditional academic areas (p. 321).

VOCATIONAL COUNSELLING

Jacques (1970) refers to three streams of thought with respect to counselling in rehabilitation. These are:

> 1) The medical model of illness with its concern for the diagnosis and treatment of pathology; 2) the vocational guidance model with its concern for tests and information involved in the choice and decision making process; and 3) the mental health model with its concern for personal and social adjustment (p. 23).

It is the vocational guidance model which is most relevant to the vocational rehabilitation of the mentally retarded. For the purposes of this study the scope of counselling and the review of the related literature is restricted to the field of vocational guidance for the mentally retarded.

Frechette (1972) uses the terms counselling and guidance interchangeably, and writes that steps in the guidance of "atypical" groups include the following: a) urging their parents to offer to the handicapped youth roles that would enable them to acquire a measure of independence and success, and to promote situations where the youth can observe desirable work models; b) providing career information to youth which is centred on the dynamic aspects of work such as the affinity between the worker and his job, and the connection between satisfaction at work and satisfaction in life; c) inculcation of middle class values such as putting off certain satisfactions until later, working for distant objectives, and seeking and receiving advice, information and rewards from desirable sources; d) convincing clients of the need to continue training in spite of trials and to develop an awareness of the connection that exists between training and success at work (p. 30-31).

Wilkie et al. (1968) describe a particular counselling and guidance program for the mentally retarded in the following way:

the student must be intimately and actively involved in decisions related to his rehabilitation process, and he must develop a greater degree of self-responsibility. This required a realistic appraisal of his assets and liabilities and aid in selecting a realistic vocational objective.... Individual and group counselling sessions are used to aid the student towards achieving these goals (p. 37).

Young (1969) says that vocational rehabilitation agencies should include counselling and guidance of clients and parents carried out in close coordination with teachers and counsellors to ascertain the clients assets, problems, and goals, and to formulate a plan of services for the client.

Goldstein and Heber (1961) believe that counselling should be an integral part of the education of retarded adolescents. They wrote:

> Counseling is accepted as an integral part of the total program of education and vocational preparation of retarded adolescents. Effective counseling and guidance can occur through both formal and informal contacts with students and thus all persons engaged in the education and habilitation of the mentally retarded have some degree of counseling responsibility (p. 310).

These authors indicate that informal counselling occurs when the teacher or trainer takes advantage of incidental opportunities which arise during the daily activities to assist trainees in coping with personal, social, academic or vocational problems. The counsellor role of trainers will be fulfilled more often through sensitivity to individual needs which are manifest in daily activities than in formal counselling sessions. Goldstein and Heber also recommend that an orientation to vocational guidance be included in the training curriculum for teachers so they can more adequately acquaint trainees with potential job opportunities and realistic vocational choices.

In discussing formal counselling Goldstein and Heber (1961) say that it implies the services of professional persons with a specific background in counselling and guidance, and is usually directed at the more complex problems presented by students to help solve. These problems would require more skills and training than the average teacher would have. They recommend that teachers and trainees have access to the resources of a professionally trained counsellor to help these two groups meet the more complex needs for counselling that often occur with retarded adolescents where major personal social and vocational problems aries as a result of the impending integration into employment and community living. These authors also indicate that where rehabilitation agencies are unable to afford a professionally trained counsellor, these agencies may acquire the services required through a cooperative arrangement with school systems, social services, placement agencies, or other community sources.

EMPLOYMENT SERVICES IN VOCATIONAL REHABILITATION

EMPLOYMENT

According to Burke (1970) the ultimate goal of vocational rehabilitation is employment of the indivudal at a level commensurate with his abilities. While many mentally retarded adults achieve a level of adjustment and skills that affords them success in competitive employment, many others do not meet the level of adjustment and skills required in competitive business and industry.

Boyd (1974) reports that "the primary objective of the rehabilitation process is to prepare the disabled persons to engage in suitable employment in ordinary business or industry (p. 25)". Boyd then adds the following:

> For many disabled persons, willing and able to work, placement in ordinary business or industry may not be possible because of the degree of their disability or because of behavior problems which are unacceptable to ordinary industry. For these people, a variety of sheltered employment opportunities should be provided, in an environment which is akin to ordinary industry (p. 25).

Most practitioners and researchers recommend that a range of real employment opportunities be made available to the mentally retarded so that placements can be made which: are appropriate for the degree of independence that a given individual demonstrates; take full advantage of the workers abilities; and provide the greatest opportunity for full growth and development of the individual (DuRand & Neufeldt, 1975; DiMichael, 1964; Boyd, 1974; Odebaeck, 1970; Nelson, 1970).

DiMichael (1964) and Odebaeck (1970) suggest the following three levels of employment for the mentally retarded: competative employment; transitional sheltered employment; and long term sheltered employment. Odebaeck also suggests a similar range of employment options for handicapped persons in cottage industry. DuRand and Neufeldt (1975) describe the following employment options that are open to the mentally retarded.

Individual competitive or self employment. This is regular employment on the open labor market.

Competitive employment with support. A handicapped individual is placed in competitive work in regular industry or business and receives regular pay or pay based on performance. He also receives support from a placement counsellor until proper job stabilization occurs.

Semi-sheltered employment (group). A small group of handicapped persons work in a regular industry where the majority of workers are not handicapped. The handicapped workers are paid according to productivity, but must meet a minimum level of productivity set by the industry.

Sheltered industry. Sheltered industry is operated to provide employment primarily for handicapped individuals, pays according to productivity, usually at minimum wage or higher, and operates on a cost-benefit production orientation. The work force may range from a mix of primarily handicapped persons with a few non-handicapped persons to serve as model workers to two thirds non-handicapped workers.

Sheltered employment. Sheltered employment is operated to provide employment opportunities for handicapped workers. The industry is subsidized to offset the relatively low worker performance. The working conditions are controlled by management to permit even low producers to have opportunity to operate at their optimal level. Workers are usually paid according to productivity. (pp. 37-38).

Principles of employment. DuRand and Neufeldt also suggest a series of principles of employment which should be characteristic of all employment options. These principles are: a) working hours should follow a normal work day and work week, b) pay should reflect performance, c) a distinction should be made between training and employment, d) normal working conditions should apply, including a distinct separation between work, and personal and social activities, e) supervision of employment should be given by competent craftsmen or supervisors with industrial work experience, and f), there should be constant opportunity for evaluation, upgrading through retraining and promotion (pp. 40-41).

In distinguishing between training and employment the following distinctions should be made. Training may occur in any of the settings described in the section on vocational skills training, however, for the severely mentally retarded, most training occurs in a vocational training centre. The prime objective of training is the development of appropriate work skills, habits and attitudes, using real work activities as a medium of training; employment has as its objective work or production for which workers receive pay. Trainees may receive a training allowance for the work they perform which may be used to teach payroll procedures, the relationship between pay and performance, and budgeting skills; employees receive wages or pay for work performed. A vocational training centre receives fees or grants for the training services it provides; industries and businesses receive payment for products sold or services rendered.

Boyd (1974) defines sheltered employment as "remunerative, productive employment for 'hard to employ' persons who, because of their disability, are unable to meet the requirements of ordinary business or industry" (p. 37).

Boyd (1974), DuRand and Neufeldt (1975) suggest that sheltered work stations in industry can be set up in regular industry. Under this arrangement a handicapped worker who does not meet the minimum requirements of the industry would be hired by the industry, work to his capacity, and receive full pay. The industry would then be subsidized for the difference in much the same way as a sheltered industry receives subsidy. Boyd reports that this practice has been used in several European countries since 1951.

Activity Centres. There are some mentally retarded adults with minimally developed skills whose productivity is very low, and for whom even sheltered employment demands more than they produce. Sometimes, in spite of the repeated training efforts of capable, dedicated staff, using the best training techniques and resources available, some mentally retarded adults achieve a level of productivity below the requirements of sheltered employment. Younie (1966) in discussing this issue wrote:

> Closely related to the reality of work is the reality of time. Hope can be sustained only for so long. Training routines can be repeated efficiently only a limited number of times. Facilities for training and placement are not abundant. The structure of vocational rehabilitation services is restricted by funds and personnel; therefore if the retarded child (adult) does not succeed in reaching specific vocational goals within a necessarily arbitrary time limit, room must be made for someone else and the client referred to whatever non-vocational facilities are available (p. 13).

The type of program which serves those who do not meet the requirements of sheltered industry is placed under the rubric of activity centre (Katz, 1972), or occupational activity centre (Boyd, 1974).

Katz (1972) presents this definition of an activity centre:

> An activity center is a program providing severely mentally handicapped adults with opportunities for socialization, recreation, habit training and self-development, as well as whatever minimal amount of productive work they can perform (p. 198).

JOB STABILIZATION

Even though great care may be exercised during the job placement process to ensure that both the trainee and employer are optimally prepared for the placement, problems may develop which place the success of the placement in jeopardy. Feintuch (1972), Boyd (1974), McKinnon (1970), Katz (1972), stress that follow-up service by the placement officer is usually required to assist the employer and employee to make a successful adjustment, and the job placement becomes stabilized.

DuRand and Neufeldt (1975) define job stabilization as "the process of making available to that person (who has just been placed in employment), on a continuing basis, the supports needed to guarantee success on the job" (p. 32).

Bitter and Bolanovich (1966) state that "continuous adjustment proceeds after employment, abetted by coordinate efforts of the counsellor and supervisor" (p. 332).

Younie (1969) says that "this phase of the total sequence is so vital that some authorities look upon the early months of placement as an extension of the training program" (p. 76).

Goldstein and Heber (1961) write that job placement should include plans for follow-up if optimal adjustment is to be achieved. They indicate that seemingly minor incidents or misunderstandings which occur can endanger the success of a placement, however, through follow-up effort most of these problems can be resolved.

According to Katz (1972), Goldstein and Heber (1961), and DuRand and Neufeldt (1975), most follow-up efforts consist of individual visits and conferences with the employer and the employee. In discussing these visits Goldstein and Heber wrote:

> The employee should be encouraged to discuss a wide range of problems, since many factors not directly related to employment can have an effect on job adjustment. Time should be taken to discuss the employee's work with the person who is the immediate supervisor. If there are deficiencies in the employee's work or adjustment, the counsellor may be in a position to effect a favorable change in the employee. Placement personnel have found that it is often better and easier to counsel with an employer and employee in order to maintain the worker on the present job than it is to find a new job for him (p. 320).

Young (1969) suggests that placement counsellors should attempt to anticipate problems before a situation becomes bad enough to be ireversable. This author describes job stabilization as a team process which may involve the employee, employer, placement counsellor, trainer, and possibly the parents.

Boyd (1974) recommends that if problems arise which appear to be harmful to the employee or the relationship with the employer, the placement should be terminated. Boyd believes that if a handicapped person is not productive, that person should be removed and returned to the vocational training agency. In describing this position, Boyd wrote:

> One of the greatest fears employers have is to fire a disabled person. Accordingly, all placements should be made on the understanding that if the employee does not fit the job, the placement officer is responsible for removing the individual and placing him into another position in ordinary industry or back into a sheltered workshop situation (p. 51).

According to Katz (1972) most follow-up efforts continue from three to six months before a case is closed.

For some individuals, this has not been adequate, and he recommends a longer period by saying that:

> the idea of extended follow-up of retarded clients is being pursued by some counsellors. This involves closing the case administratively, after the usual period, so that the client can be recorded as a successful rehabilitation. However, the door is left open for the client to return periodically as well as for the counsellor to periodically visit and review the current status as long as this may be needed (p. 126).

RELATED RESEARCH

A manual search was made of the card catalog holdings in the University of Alberta Education, and Cameron Libraries; the Edmonton Public Library; the Department of Health and Social Development Library; and the John Foster Orr Library at the National Institute on Mental Retardation on the York University Campus, Toronto. A manual search was also made for related research listed in Dissertation Abstracts International, Exceptional Child Education

Abstracts, Mental Retardation Abstracts, Education Resources Information Centre (ERIC), Abstracts of Instructional Materials in Vocational and Technical Education, and Abstracts of Research and Related Materials in Vocational and Technical Education.

From the search of the literature the researcher found and reviewed three studies (Straton, 1960; Council of State Administrators of Vocational Rehabilitation, 1973; and Whelan & Speake, in progress) that were conducted outside of Alberta but which were related to this study. Also identified from this research were six sources of information from within Alberta that were of assistance to the study. These sources of information included: two formal studies (Blair, 1969; Gibson, 1970) which were tangentially related to the present investigation; a task force report (Government of Alberta, 1970) and one brief (Bowker, 1965) both prepared for the Government of Alberta; a directory of services for the developmentally handicapped in Alberta (Alberta Association for the Mentally Retarded, 1972); and the personal notes of the Consultant for Vocational Services, Division of Services for the Handicapped, Government of Alberta.

RESEARCH CONDUCTED OUTSIDE OF ALBERTA

The study by Straton (1960) was conducted in the United Kingdom for the following purposes: to provide an historical overview of the development of relevant legislation in Britain that was directed to the rights of the mentally retarded; to review the development of services for the mentally retarded in Britain from 1846 to 1959; and to study the services for the occupation, training, and employment of "mentally subnormal" adults in England and Wales. This study was conducted in 1959-60, when data were collected by questionnaire and on-site visits to 68 of the agencies in Britain which provided residential, vocational training, and employment services to mentally retarded adults. These on-site visits were made to determine: the date that the facility visited was opened, governing body, type of building, hours of operation, holiday schedule, and the means of transport of trainees to the facility; the number of persons served, their ability levels, age range and background; the listing and description of programs in physical training, education, social training, recreation, pre-release (vocational) training, placement, and follow-up; the staffing pattern including the number of staff, qualifications and qualities, and the employment provided including types of contracts, sources of contracts and pay to the handicapped workers. The data collected were presented mostly in textual form supplemented by a few tables.

The British study was similar to the present study because both provide a description of the vocational rehabilitation services offered to the mentally retarded. These studies differ in that: the British study covered the period up to 1960 and studied primarily general and administrative information related to each agency; the present Alberta study includes general and administrative information, and also a description of the training and employment programs provided by each agency in Alberta.

The methodology and instrumentation used by Straton was not included in the report, and therefore did not provide information that was useful in designing the instrument for the present study. From reading the report by Straton, which was primarily in written textual form, it was decided that in order to ease the task of a reader seeking information from this study, that the data would be presented in tabular form wherever possible.

The Council of State Administrators of Vocational Rehabilitation (1973) in cooperation with the National Rehabilitation Association in the United States conducted a study to determine the degree to which state Offices of Vocational Rehabilitation were involved with finances and staff in the vocational rehabilitation programs in the United States. In 1972 a questionnaire which contained two schedules was mailed to the Office of Vocational Rehabilitation in 50 states, the District of Columbia, Guam, Puerto Rico, and the Virgin Islands as well as to state offices serving the blind. The first schedule requested information from each participating agency which would describe to what degree that office was involved in assisting with the vocational rehabilitation of mentally retarded adults in that jurisdiction. The second schedule of the study requested each participant to identify and describe one vocational rehabilitation program in the state which that office considered to be "effective or promising".

Responses were received to 39 questionnaires. The data summarized from the responses received to schedule 1 showed that in 1972 2000 staff from state offices of vocational rehabilitation served 125,000 mentally retarded persons in 650 programs at a cost of $47,000,000. The responses to schedule 2 were not summarized. The information summarized from the first schedule were not related to the objectives of the present study. The information collected by the second schedule was brief, varied in content and format, and was limited to one program from each state. This suggested to the researcher that the present study should collect and present information in a systematic manner.

The study by Whelan and Speake (in progress, 1974) which was conducted concurrent with the present study, was a national survey of adult training centres in England and Wales. The study was carried out by a questionnaire that was mailed to all adult training centres (approximately 390) supplemented by on-site visits to a representative sample of these 390 centres. The instrument for the Whelan and Speake study was drafted, tested in a pilot study, revised, piloted a second time, and revised again to its final form with assistance from the managers of several training centres that were involved in the major study. The instrument used by Whelan and Speake in their research was not available to the researcher until after the data for the present study was collected. A subsequent comparison of the instrument used for the British study, with that used in the Alberta study shows that the British instrument contained similar, though more detailed questions than those found in sections 10.0, 20.0, 30.0, 62.0, 70.0 and 80.0 of the Alberta study. The British instrument was designed to collect data similar to that collected by sections 40.0 and 50.0 of the Alberta study. The British study was to collect data regarding non-vocational activities such as social skills training, extra curricular activities, and the provision of meals by agencies. The results of the British study conducted by Whelan and Speake were not available at the time that the Alberta study was conducted.

RESEARCH CONDUCTED INSIDE OF ALBERTA

The Blair Report, completed in 1969 and titled Mental Health in

Alberta was an extensive study that described the historical development of services in Alberta for the mentally ill, and examined the needs and resources related to the treatment of the mentally ill in Alberta in 1969. One section of this report discussed the prevalence of mental retardation in Alberta, and listed the needs, and resources available in the province for vocational rehabilitation of mentally retarded adults. The report briefly described the four vocational rehabilitation agencies serving the mentally retarded in 1969. The balance of the report focused on the needs of the mentally ill and therefore the report provided little information of value to the present study.

The study by Gibson that was conducted a year later in 1970 was an in depth study of the characteristics and needs of the mentally retarded in Alberta. The few portions of the Gibson study that were related to vocational rehabilitation focused mainly on the work history of moderately retarded adults in the sample of the study. A detailed review and analysis of other characteristics of the moderately retarded in that study contained little information that could be used in the present study.

The brief that was prepared by Bowker (1965) and presented to the Legislative Assembly of Alberta pointed out the need in Alberta for "specialized services for the retarded including education, vocational training and employment in sheltered workshops" (p. 24). This brief also emphasized that "rural areas are particularly lacking in services of any kind" (p. 24) for the mentally retarded. Other than these two quotes the brief provided no additional information that was useful for the study.

The Task Force Report on Mental Retardation (1970) of the Government of Alberta projected the number of persons who would require vocational rehabilitation services, and listed the five vocational rehabilitation centres for the mentally retarded that were operating in the province in 1970. Except for the above information there was little other information contained in this report that was of any value to the current research.

From 1970 to 1972 there were many new educational, residential, and vocational programs for the mentally retarded that were established in Alberta. In 1972, in an effort to help all interested persons become aware of these programs, the Alberta Association for the Mentally Retarded published a booklet titled The Developmentally Handicapped: A Directory of Services in Alberta. Information in this booklet listed and gave a brief description of the five vocational training centres which served the mentally retarded, and the three vocational rehabilitation centres which served all types of handicapped persons, including the mentally retarded.

The descriptions provided in this directory included items such as: name and address of the agency, number of persons served, type of work done, and in some instances the program objectives and a list of the services provided. With the exception of the single full page descriptions of the programs at the VRRI and WIRTC the limited information provided in this booklet was considered by the researcher to be insufficient for use by parents, social workers, government workers or the mentally retarded in selecting a program suited to a trainee's needs.

After reviewing the program descriptions of VRRI and WIRTC provided in the booklet, it was determined by the researcher that similar, or even more complete descriptions of the programs offered by all vocational rehabilitation agencies should be included in the study.

During 1972 and 1973, a number of new vocational rehabilitation agencies which serve the mentally retarded were established, and the Division of Services for the Handicapped hired a consultant to assist in the development and operation of vocational rehabilitation services in the province. The researcher met with the newly appointed consultant, and received general information about the program, staffing, work activities, facilities, and problems of 12 agencies which had been visited by the consultant. This information was used to help develop sections 10.0, 20.0 and 30.0 of the research instrument used in this investigation. Additional suggestions, guidance, and assistance were received from the director, Services for the Handicapped, and the consultant for vocational rehabilitation services as the study progressed.

A concerted effort by the researcher failed to reveal any other studies done in Alberta or outside Alberta which had relevance to the present study.

With the exception of the studies by Straton (1960) and Whelan and Speake (in process, 1974), none of the studies reviewed were similar or closely related to the present investigation. Due to the lack of information about the design of the study by Straton, and the non-availability of information about the study by Whelan and Speake, even those closely related studies were of little value to this research.

SUMMARY

From the search of the literature that was conducted for the purposes of this study, information relative to the history, philosophy, objectives, and the role of vocational rehabilitation services in the total rehabilitation effort was reviewed, and relevant literature was synthesized. From this literature search it was found that there were nine training services, and two employment services which constitute the essential elements of a vocational rehabilitation program that were identified, defined, and described by authorities who have written on the subject. The nine training services identified were: pre-vocational training, vocational exploration, vocational evaluation, work adjustment training, personal adjustment training, vocational skills training, job placement, retraining, and vocational counselling. The two employment related services identified were employment, and job stabilization.

From the review of related research, three studies that were conducted on a national basis (two in England, and one in the United States) were found to be similar to the present study. One of the studies that was conducted in England was concurrently conducted with this study. A review of studies and literature available which described the vocational rehabilitation services for the mentally retarded found in Alberta provided only brief descriptions of the clientele served, work performed and services offered. This information pointed out the need for a more thorough descriptive analysis of the vocational rehabilitation programs offered for the mentally retarded adults of Alberta.

Chapter 3

ANALYSIS OF DATA

The previous chapters outlined the purpose and methodology of the investigation and reviewed the professional literature and research that was related to this study. In this chapter the data collected from the on-site visits that were made to the 22 agencies that made up the population of the study is summarized and tabulated to provide a description of the status of vocational rehabilitation programs for the mentally retarded in Alberta at the time of the study (1974). Data from each section of the interview schedule is also summarized. In this chapter the data collected from each agency can be found in appendix B, page 182.

DESCRIPTIONS OF THE VOCATIONAL REHABILITATION PROGRAMS OFFERED BY EACH AGENCY OF THE RESEARCH POPULATION

The data collected and recorded on magnetic tape and by the interview schedule during the on-site visits to each agency were analyzed, compiled in a compressed format and placed in appendix B. The format of compressing these data is described below. Responses from sections 10.0 and 30.0, of the research instrument which included questions that began with the digits "1" and "3", are presented in the first page of the data for each agency. Responses from sections 40.0 and 50.0 which included questions that began with the digits "4" and "5" are presented in a table that makes up the second page of the data for each agency. Responses to subquestions that are numbered .5 of sections 41.0 to 52.0 inclusive, which contain a description of the training and employment programs offered by each agency are presented in a verbal format on the third page of data for each agency. Responses to questions 20.1 and 40.1 which list the goals and objectives of each agency are found at the beginning of the third page of data for each agency. For most agencies, the response to question 40.1 (training goals) was included in the response to question 20.1 (major goals and objectives) and therefore may not appear as a separate response. Further, for the convenience of the reader, responses to questions 32.3 (size of waiting list) and 32.4 (number of vacant spaces) were relocated in the tables so that this information is adjacent to question 31.1 (Number of persons served). Responses from sections 60.0, 70.0 and 80.0 are found on the third and subsequent pages of data for each agency.

DATA SUMMARIZED FROM DESCRIPTIONS OF THE VOCATIONAL REHABILITATION PROGRAMS OFFERED BY PARTICIPATING AGENCIES

In chapter 1 it was stated that the major purpose of the study was to prepare a descriptive analysis of vocational rehabilitation programs offered to mentally retarded adults in Alberta. The data which were collected from each of the 22 agencies participating in the study is summarized in this and subsequent sections to form the basis of that descriptive analysis. The data summarized from responses to each section of the research instrument consitute this descriptive analysis. The system of numbering that was used to identify the questions on the research instrument will also be used to number the responses and data derived from the corresponding questions of the instrument.

SECTION 10.0: GENERAL INFORMATION

In this section of the instrument respondents were asked to verify the accuracy of the name and address of the agency that had been found during the process of identifying the population, as described in chapter 1. The names and titles of the person directing the agency are included in the data for each agency found in the appendix. The data in table 2 summarizes the responses to question 10.4 and show the number and percentage of agencies that are directed by each of four kinds of governing bodies.

SECTION 11.0: STAFF

Question 11.1 asked for the total number of staff employed by the agency; question 11.2 asked for the number of staff who work directly in the direction and operation of the vocational rehabilitation program of each participating agency. Responses to these two questions have been combined with the response to question 31.1 in table 3 to show the trainee/staff ratios for each agency, and the average ratio for the province. The ratios range from 2.1 to 10.9:1, with a provincial average range from 6.1 to 6.3 trainees per vocational staff member.

Question 11.3 asked for a list of qualifications of staff who direct and operate the programs. Responses to this question were incomplete, making summarization impractical. The responses that were given to this question from each agency are available in appendix B.

SECTION 12.0: OPERATING SCHEDULE

This section inquired about the operating schedule of agencies. The data in table 4 show the responses to question 12.1 which asked the number of hours worked daily by staff and trainees. The responses to questions 12.2, 12.3 and 12.4 indicated that all agencies operate from Monday to Friday inclusive, year round except for holidays. Sixteen agencies had staff and trainees rotate holiday times so that the agency was open 12 months of the year. The other six agencies would close for either two or three weeks while staff and trainees had holidays concurrently.

TABLE 2

GOVERNING BODIES

FOR VOCATIONAL REHABILITATION PROGRAMS

FOR THE MENTALLY RETARDED IN ALBERTA

Type of governing body	No. of agencies	Percentage
Local association for the mentally retarded	8	36
Board of directors	7	32
Society for various handicaps	5	23
Government of Alberta	2	9
Totals	22	100

TABLE 4

HOURS OF WORK OF STAFF AND TRAINEES

AT VOCATIONAL REHABILITATION AGENCIES

FOR THE MENTALLY RETARDED IN ALBERTA

	Hours worked per day					
	8	7½	7	6½	6	Under 6
Worker category	Number of agencies working these hours					
Staff	13	6	3	-	-	-
Trainees	7	6	4	2	3	2

Note: Two agencies reported that some trainees work longer than others. Therefore 2 figures were entered for those agencies.

TABLE 3

TRAINEE TO STAFF RATIOS IN AGENCIES WHICH OPERATE VOCATIONAL REHABILITATION PROGRAMS FOR THE MENTALLY RETARDED IN ALBERTA

	Question Number			
	31.1	11.1	11.2	
Vocational rehabilitation agency	No. of clients in vocational program	Staff total	Staff vocational program	Trainee to staff ratio [1]
Advance Industries	60	9	8	7.5:1
Alberta Hospital Ponoka	162	25	15	10.8:1
Arch Enterprises	26	7	7	3.7:1
ASH/Deerhome	615	92	92	6.7:1
Bow Centre	37	6	6	6.2:1
CNIB (Edmonton)	8-20	N.A.	3	2.6-6.7:1
Cosmos Enterprises	64	8	8	8.0:1
Dove Centre	10	4	4	2.5:1
Edmonton Rehabilitation Society	67 [2]	120	14 [2]	4.8:1
Horizons Unlimited	16	3	2	8.0:1
Kinsmen Training Centre	31	4	4	7.8:1
Lloydminster and District Sheltered Workshop and Training Centre	47	8	7	6.7:1
Medicine Hat Rehabilitation Society	33-36	4	4	8.3:1
Mountain View Vocational Training Centre	2 [3]	1	1	2.0:1
Rehabilitation Society of Calgary and Langevin Enterprises	140	28	24	5.8:1
Rehabilitation Society of South-western Alberta	40	5.5	4	10:0:1
Sheltered Workshop Society	90-120	12	11	8.2-10.9:1
Sunrise Ranch	16	5.5	5.5	2.9:1
Swan Industries	31	7	6	5.2:1
Vegreville Sheltered Workshop	5-8	3	3	1.7- 2.7:1
VRRI	250	100	70	3.6:1
WIRTC	232	34	26	8.9:1
Totals	1982-2030		324.5	
Provincial average trainee/staff ratio				6.1-6.3:1

Note 1 - The trainee to staff ratio for each agency was calculated by dividing the number of trainees in the vocational program by the number of staff involved directly in the vocational program.

Note 2 - Represents data for the Assessment-work adjustment program only.

Note 3 - Enrollment shown was current on the date of the on-site visit. An increase in enrollment to 8 trainees occurred shortly after that date.

SECTION 13.0: FUNDING

Questions 13.1 and 13.2 asked respondents to indicate the sources of revenue of the agency and the percentage of total revenue received from each source. Not all respondents were able to provide the amounts of revenue by percentage. As a result the question was slightly modified, and requested that the participants provide the researcher with the proportion of funding that was received from each source that provided the agency with its finances. The responses to the question are summarized in table 5.

SECTION 14.0: FACILITIES

This section of the research instrument sought information relative to the types of buildings used, the ownership of the buildings, the environmental setting of the building, the contents of the building(s) used, and a listing of other major resources used by the agencies to provide rehabilitation programs. The summary of responses to question 14.11 which describe the types of facilities used for vocational rehabilitation programs is found in table 6. It should be pointed out that several agencies used one or more buildings which may be described by one or more of the descriptors in the table. For instance, one agency used one commercial type building, as well as another building which was an industrial type of structure. Also, several agencies had buildings which served a dual purpose. For instance, one part of the building was educational in structure, while another part of the building was industrial or commercial.

It would appear from the contents of this table that all vocational rehabilitation programs are operated in buildings which are similar to those used in industry, business, and education. None of the programs

TABLE 5

SOURCES OF FUNDS OF PARTICIPATING AGENCIES FOR VOCATIONAL REHABILITATION PROGRAMS FOR THE MENTALLY RETARDED IN ALBERTA

Source of funds	Number of agencies
Government grants reported as the source from which most funds were acquired	8
Sales of goods and services reported as the source from which most funds were acquired	5
Donations[1] reported as the source from which most funds were acquired	1
Government grants, and sales of goods and services reported as the source from which approximately equal amounts of funds were acquired	8
Donations[1] reported as the source from which some funds were acquired	11

Note 1. Sources of funds entitled "donations" include charitable contributions, and proceeds from special fund raising projects.

TABLE 6

TYPE OF FACILITY USED BY PARTICIPANTS FOR VOCATIONAL REHABILITATION PROGRAMS FOR THE MENTALLY RETARDED IN ALBERTA

Type of building	No. of agencies (using this type)
Industrial	16
Commercial	12
Educational	10
Residential	0
Total	38

The buildings used by some agencies had parts that may be described by more than one of the types listed in this table.

TABLE 7

OWNERSHIP OF BUILDINGS USED BY PARTICIPANTS FOR VOCATIONAL REHABILITABION PROGRAMS FOR THE MENTALLY RETARDED IN ALBERTA

Type of ownership	Number of facilities
Owned by the agency	12
Leased by the agency	10
Rented by the agency	3
Total	25

Some agencies used more than 1 building.

were operated in churches, residential or other similar types of buildings.

Table 7 was organized to relate the ownership of the buildings used for vocational rehabilitation programs. The data in this table, which were derived from responses to question 14.12, show that 12 of the 25 buildings used were agency owned, while 10 were leased, and three were rented. It is apparent from these data that some agencies operate their programs in more than a single facility.

Question 14.2 was included in the interview schedule to determine, to some degree, whether vocational rehabilitation programs were being conducted in environmental surroundings which were compatible with work and the teaching of work related skills and behaviors. The responses to this question that are summarized in table 8 indicate that the environmental setting in which the rehabilitation programs were conducted may more frequently be classified as industrial or commercial than residential, institutional, or educational. It should be pointed out that in many cases more than one of the above descriptions was used to describe the setting of the facility where a rehabilitation program for the mentally retarded was conducted.

Question 14.3 was included in the interview schedule to collect data relative to the furnishings and equipment used within facilities where vocational rehabilitation programs were conducted. From the responses received, which are summarized in table 9, it would appear that the furnishings and equipment most commonly found in the facilities visited were characteristic of those found in light industry, while commercial, educational and craft related equipment and furnishings were found to a much lesser degree, but in equal amounts, relative

TABLE 8

ENVIRONMENTAL SETTING OF FACILITIES OF PARTICIPATING AGENCIES FOR VOCATIONAL REHABILITATION PROGRAMS FOR THE MENTALLY RETARDED IN ALBERTA

Type of setting	No. of facilities
Industrial	12
Commercial	11
Residential	7
Institutional	3
Educational	2
Total	35

The total for this table is greater than the number of agencies participating the study because in several instances, more than one of the above descriptions was used to describe the setting of the facility where a rehabilitation program was conducted.

TABLE 9

FURNISHINGS AND CONTENTS OF FACILITIES USED BY PARTICIPATING AGENCIES FOR VOCATIONAL REHABILITATION PROGRAMS FOR THE MENTALLY RETARDED IN ALBERTA

Type of furnishings and contents	No. of facilities
Light industrial	21
Commercial	8
Educational	8
Other (crafts)	8
Heavy industrial	0
Residential	0

TABLE 10

MOST FREQUENTLY USED MEANS OF TRANSPORT OF TRAINEES TO VOCATIONAL REHABILITATION PROGRAMS FOR THE MENTALLY RETARDED IN ALBERTA

Most frequently used means of transport of trainees	No. of agencies
Special bus or van	10
Public transit	9
Private transport	3

to each other. None of the facilities visited had residential or heavy industrial furnishings.

In addition to the equipment described in table 9, the agencies in their answer to question 14.4 reported that they had the following resources: four agencies had buses, four had vans, three had tractors and lawn equipment, five had trucks and two had farm land.

SECTION 15.0: TRANSPORTATION

The data presented in table 10, which was collected in response to question 15.1, reports for each agency the most frequently used means of transporting trainees from their place of residence to the vocational rehabilitation program each day. Ten agencies reported that most trainees were transported by a special bus or van; nine agencies indicated that most trainees traveled to the centre by public transit; and three stated that private transport was most often used to transport trainees to the site of the rehabilitation centre.

From the data provided by each agency which is contained in appendix B but not reflected in table 10, the means of transport used by trainees tended to be used almost to the exclusion of other means of transportation. For instance, at an agency where public transport was commonly used by trainees, hardly any other means of transportation was used; at another agency where trainees arrived by special bus, hardly any other alternate means of transport was used. It should be pointed out that two of the three agencies which reported private transport to be the most frequently used means of transport were the two large residential institutions of the population. At these institutions trainees could easily walk from their place of residence to attend the vocational rehabilitation program in which they were enrolled.

SECTION 20.0: GOALS AND OBJECTIVES

In question 20.1 of the research instrument interviewees were asked to list the major goals and objectives of the agency where they worked. In two subsequent questions, 40.1 and 51.51 participants were asked to list the training objectives and, the objectives of the employment program of their agency. It was found by the researcher during the interviews, that when answering question 20.1, respondents usually provided the information requested by questions 40.1 and 51.51 as well. For this reason, the data received from responses to questions 20.1, 40.1 and 51.51 were compiled and synthesized in table 11. Because the statements of program objectives given by the respondents were similar, and frequently contained similar phrases and concepts it was possible to compile a summary of these responses. A list of the terms and phrases which were used by those answering the question to describe program objectives were listed by the researcher, and the frequency with which each of those terms or phrases were used in responses to questions 20.1, 40.1 and 51.51 was determined. These terms and phrases were then rank ordered according to frequency of use by participants, and the number and percentage of agencies which used these terms and phrases were listed in the table.

A comparison of the terms and phrases used in the statements of objectives with the 11 training and employment services identified on the research instrument show that five of the 11 training and employment services were common to the terms used in the statements

TABLE 11

PROGRAM OBJECTIVES STATED BY PARTICIPATING AGENCIES THAT PROVIDE VOCATIONAL REHABILITATION PROGRAMS FOR THE MENTALLY RETARDED IN ALBERTA

Program objective stated	Rank order	No. of agencies stating this	Percentage
Competitive placement/employment	1	11	50.0
Sheltered employment	2	9	40.9
Personal adjustment of trainees	3	9	40.9
Vocational skills for trainees	4	8	36.4
Work habits of trainees	5	6	27.3
Vocational training of trainees	6	4	18.2
Work activity for less able trainees	7	3	13.6
Vocational rehabilitation of trainees	8	3	13.6
Vocational assessment of trainees	8	3	13.6
Community living by trainees	8	2	9.1
Development and communication of new rehabilitation techniques to practitioners	8	2	9.1
Public education	8	2	9.1
To provide pay to trainees	9	1	4.5
Self determination for trainees	9	1	4.5
Success in trainees' personal lives	9	1	4.5
To train rehabilitation practitioners	9	1	4.5

of objectives. The terms "competitive placement" or "employment", "sheltered employment" and "work activity" used by the respondents all fall under the definition of "employment" as it is used in section 51.0 of the research instrument.

The phrases "personal adjustment of trainees","vocational skills for trainees", "work habits of trainees", and "vocational assessment of trainees" are likewise synonymous with the terms personal adjustment training, vocational skills training, work adjustment training and vocational evaluation which were contained in the research instrument. The term public education used by the respondents refers to the process of making the general public aware of both the work abilities and potential for employment exhibited by trainees, and the training, employment, and contractual services provided by the agency to trainees and customers.

SECTION 30.0 POPULATION SERVED

This section of the research instrument consisted of two subsections. Subsection 31.0 requested information that identified the population served by each participating agency. Subsection 32.0 requested information about the recruitment or casefinding procedure used by that agency.

Subsection 31.0: Selection of population served. In the following paragraph, bracketed numbers indicate questions of the research instrument.

The questions of this subsection requested respondents to indicate the number of trainees served by the agency (31.1), the characteristics of the population served (31.2), the conditions of admission (31.3), and the means by which the conditions of admission are set (31.41, 31.42, 31.43), the composition of the admissions committee (31.44), and the geographic area(s) from which its trainees come (31.51, 31.52, 31.53). Table 12 was organized to compile the data from questions 31.1 and 31.2. Data from questions 32.3 and 32.4 from subsection 32.0 were also included in Table 12 so that all the numerical data relevant to the population served by the participating agencies could be reviewed by readers more conveniently. In table 12, beside the name of each agency the following data is listed: the number of trainees attending the program (31.1); the number of trainees waiting to be served by the agency (32.3); the number of additional trainees the agency could serve (32.4); and the characteristics of the population which the agency serves, or would serve. The number of persons served, as reported by the CNIB, Medicine Hat Rehabilitation Society, the Sheltered Workshop Society, and the Vegreville Sheltered Workshop is shown as a range rather than a specific single number because of variations which occur from day to day at these agencies. The reasons given for that variation was that some trainees attend these agencies on a part time basis, while they attend other special programs, or receive medical treatments related to their disabilities. From the data in the first column of table 12 the total number of persons attending vocational rehabilitation services in Alberta ranges from 2092 to 2140. The data in the fourth column of table 12 shows: that 18 of the 22 agencies serve persons who are 16 years of age or older; two of the agencies serve persons who are 18 years of age or older; one agency serves persons who are 14 years of age and older; and one agency serves persons who are seventeen years of age or older. The data in the fifth column of table 12 lists

TABLE 12

POPULATION SERVED BY AGENCIES WHICH OPERATE VOCATIONAL REHABILITATION PROGRAMS FOR THE MENTALLY RETARDED IN ALBERTA

	Question Number				
	31.1	32.3	32.4	31.2	
				Population characteristics	
Rehabilitation agency	No. in program (Note 1)	No. on waiting list	No. vacant spaces	Age range (Note 2)	Types of persons served (Note 3)
Advance Industries	60	5	5	16 + older	70% mentally retarded 30% emotionally h.c. (4)
Alberta Hospital Ponoka	162	0	0	14 + older	Psychotic, behavior problems brain damaged, psycho-geriatric
Arch Enterprises	26	0	0	18 + older	Any handicap - mostly m.r.
ASH/Deerhome	615	100	0	16 + older	Any functionally h.c.
Bow Centre	37	7	0	16 + older	89% severe m.r. (5) 22% cerebral palsy 46% multiply h.c.
CNIB (Edmonton)	8-20	0	0	16 to 60	Blindness - congenital or loss of sight; will serve blind m.r.
Cosmos Enterprises	64	0	10-15	16 + older	Any developmental h.c., mental, physical, multi
Dove Centre	10	12	12	16 + older	Mentally or physically handicapped
Edmonton Rehabilitation Society Rehab.	67	2	0	16 + older	Any handicap
Activity	55				
Goodwill	55				
Horizons Unlimited	16	0	0	16 + older	Presently all are m.r. Accept any h.c.
Kinsmen Training Centre	31	0	14	16 + older	Accept severe, moderate mentally retarded
Lloydminster & District Training Centre	47	12	12	17 + older	Severe, moderate, mild mentally retarded
Medicine Hat Rehabilitation Society	33-36	0	15	16 + older	Accept any physical or emotional h.c., or moderately m.r.
Mountain View Vocational Training Centre	2	4	18	16 + older	Any type of handicap
	(Expect immediate increase in number served)				
Rehabilitation Society of Calgary	75	0	0	16 to 60	Accept wide range of disabilities.
Langevin Enterprises	65	0	0	16 to 60	Accept those isolated by self, systems, location or disability (about 15% m.r.)
Rehabilitation Society of Southwestern Alberta	40	0	15-20	18 + older	Any handicapped person with self-help skills
Sheltered Workshop Society	90-120	0	20-30	16 + older	Mostly post-mentally ill or socially handicapped. Accept m.r. or physical h.c.; building design limits wheelchair use
Sunrise Ranch	16	20	0	16 + older	Mild, moderate m.r., emotional h.c.
Swan Industries	31	8	0	16 + older	Most are mentally retarded; some post-mentally ill
Vegreville Sheltered Workshop	5-8	12	12	16 + older	Any m.r. or handicapped with self-help skills
VRRI	250	100	50	16 + older	Developmentally h.c.; some cerebral palsy
WIRTC	230	23	0	16 + older	Mild, moderate, severe m.r.; some physically handicapped
Totals	2092-2140	305	183-203		

Note 1 - No. in program indicates the actual or usual number of trainees served in vocational program.

Note 2 - Age range generally indicates age range which would be served. Usual maximum age is approximately 60 to 65.

Note 3 - Types of persons served - Most responses indicate the disabilities of persons which would be served by the agency. Where percentages are given, the response indicates the distribution of abilities of those presently served.

Note 4 - The abbreviation h.c. means handicap or handicapped.

Note 5 - The abbreviation m.r. means mental retardation or mentally retarded.

the characteristics of the population served by each agency. It should be observed that many of the agencies accept persons with various handicaps, and that all agencies except Alberta Hospital Ponoka stated that they serve persons who are mentally retarded. However, in cross checking the return received from Alberta Hospital Ponoka to the letter which requested agencies to confirm that they met the criteria for the study, that agency clearly indicated that they would serve mentally retarded persons who are admitted to the hospital.

The second and third columns of table 12 list data collected for questions 32.3, and 32.4. The total number of persons on waiting lists as reported by the 22 agencies participating in the study was 305, while the total number of unoccupied spaces was between 183 and 203. Respondents at Dove Centre, Mountain View Vocational Training Centre, and Vegreville Sheltered Workshop reported that the persons on their waiting list who needed the benefits of the vocational rehabilitation program lived some distance away from the facility, and could not attend the program because there was no residential accommodation available for them near the facility.

Responses to question 31.3 were organized to form table 13 which summarizes data relating to the conditions of admission of trainees into the programs of those agencies that were involved in the research. All 22 agencies reported the need for a program of vocational rehabilitation for the applicant to be the first condition of admission. Seven agencies indicated that trainees had to arrange for a place of residence near the facility, and four agencies stated that because trainees were transported to the facility by agency owned buses that

TABLE 13

CONDITIONS OF ADMISSION OF TRAINEES TO VOCATIONAL REHABILITATION PROGRAMS FOR THE MENTALLY RETARDED IN ALBERTA

Stated condition of admission	No. of agencies which state this
Need for a program of rehabilitation	22
Have a place of residency	7
Pay a fee for transportation	4
Other	2

TABLE 14

COMPOSITION OF COMMITTEES WHICH ADMIT TRAINEES TO VOCATIONAL REHABILITATION PROGRAMS FOR THE MENTALLY RETARDED IN ALBERTA

Position of persons on admissions committee	No. of agencies stating this position
Director of programming	14
Director or Manager of the facility	13
Rehabilitation trainers	9
Medical personnel	7
Social workers	6
Members of the local association for the mentally retarded	4
School personnel	3
Businessmen	2

trainees were required to pay a fee that was levied to offset the cost of transportation.

In question 31.44, interviewees were asked to describe the composition of the committee which admitted trainees into the programs offered. The responses indicated that the admissions committees consisted of persons who fill one of eight different positions in the agency or community. The positions of persons serving on these admissions committees are listed in table 14 according to the number of times each position was stated by the interviewees. From the data in table 14 it is apparent that the persons found most often on admissions committees are directors of programming (of the vocational rehabilitation agencies), the director or manager of the facility, and rehabilitation trainers (staff). Medical personnel, social workers, members of local associations for the mentally retarded, school personnel, and businessmen are sometimes found on the admissions committees of agencies.

Respondents were asked in questions 31.51, 31.52, and 31.53 to define the geographic area served by the agency, to indicate from what part(s) of the catchment area the majority of trainees come, and to indicate whether the agency served trainees whose place of origin was outside the catchment area. The responses of participating agencies are listed in table 15. These responses, plus the responses to question 31.52 indicated that most trainees in the province attend the program which best served their needs and is within easy daily access by the trainee. It should be pointed out, however, that many trainees who lived within the area served by the agencies often found that the distance from their place of residence to the program facility was too great for convenient or economical daily travel to the

TABLE 15

GEOGRAPHIC AREAS SERVED BY AGENCIES WHICH PROVIDE VOCATIONAL REHABILITATION PROGRAMS FOR THE MENTALLY RETARDED IN ALBERTA

Vocational rehabilitation agency	Geographic area served
Advance Industries	Calgary and area; co-terminus with the Calgary region of Services for the Handicapped
Alberta Hospital Ponoka	South central Alberta
Arch Enterprises	Edmonton and area
ASH/Deerhome	All of Alberta
Bow Centre	Calgary and area; co-terminus with the Calgary region of Services for the Handicapped
CNIB (Edmonton)	Central and Northern Alberta
Cosmos Enterprises	All of Alberta; most trainees reside at ASH/Deerhome
Dove Centre	North-east central Alberta
Edmonton Rehabilitation Society	North central Alberta; will serve those from the Yukon and Northwest Territories
Horizons Unlimited	Area between Red Deer and Edmonton
Kinsmen Training Centre	Southeastern Alberta
Lloydminster & District Sheltered Workshop and Training Centre	Lloydminster and area within 80 mile radius (includes part of Saskatchewan)
Medicine Hat Rehabilitation Society	Medicine Hat and district
Mountain View Vocational Training Centre	Crowsnest Pass area; from Brocket to the Alberta/B.C. border, including Pincher Creek
Rehabilitation Society of Calgary	Calgary and area
Rehabilitation Society of Southwestern Alberta	Southwestern Alberta
Sheltered Workshop Society	Edmonton and greater areas
Sunrise Ranch	Southwestern Alberta
Swan Industries	Electoral District of Peace River
Vegreville Sheltered Workshop	Vegreville and area within 25 mile radius
VRRI	Calgary and southern Alberta; some from the Northwest Territories
WIRTC	All of Alberta; some from Northwest Territories

program facility. Consequently, they often moved to places of residence which were located near the program facility.

In responding to question 31.53, five participants did not know if any trainees who lived outside the catchment area of the agency were served at the agency; another 5 participants could only give an estimate while the remaining 12 participants did report that a specific number of trainees from outside the catchment area were served by the agency. In each response given, participants stated that trainees whose residence of origin was outside the catchment area were residing within the area served by the agency at the time of the study.

It would appear from the responses and statements given by the participants that the opportunity which trainees have to attend a vocational rehabilitation program depends to a significant degree, on whether or not the trainee resides near enough to the facility to be able to commute daily to that facility.

Subsection 32.0; Recruitment: Case finding.

Trainees are typically referred to vocational rehabilitation programs by a number of sources. Respondents were asked in question 32.1 to state the sources of referral for the trainees they serve. In table 16 are listed the sources of referral stated by respondents, and the number of times each source was stated.

From the data in table 16 it would appear that most referrals of trainees to vocational rehabilitation programs come from social workers, parents, schools, and other vocational rehabilitation agencies. Fewer referrals come from institutions, the handicapped person himself, or manpower services.

TABLE 16

SOURCE OF REFERRAL OF TRAINEES WHO ATTEND VOCATIONAL REHABILITATION PROGRAMS FOR THE MENTALLY RETARDED IN ALBERTA

Source of referral	No. of agencies reporting this source
Social workers	17
Parents	14
Schools	10
Vocational rehabilitation agencies	9
Institutions for the mentally retarded or mentally ill	5
Self referrals	4
Manpower services	1
Other	5

In question 32.2 interviewees were asked to describe the program used by the agency to recruit trainees. From the responses to this question, which are shown in table 17 it may be learned that 9 of the 22 agencies made no effort to recruit trainees, while 6 reported that recruitment efforts consist of public education programs to make people aware of the agency and its programs. It may also be learned from data in this table that 5 agencies maintain regular contact with referral sources, and 3 agencies have engaged in active recruitment to identify potential trainees. All those agencies reporting active recruitment programs were new agencies which were trying to recruit sufficient trainees to establish viable programs.

SECTION 40.0: TRAINING SERVICES PROVIDED

The first question of this section was question 40.1 which asked participants to state the training goals of the agency. Because the answers given by participating agencies to this question had often been included in the responses given to question 20.1, the content of these responses was synthesized with the responses to question 20.1, and included in table 11.

The remainder of section 40.0 of the research instrument consisted of nine subsections. Each of these nine subsections was designed to collect data from each agency which, when synthesized, would provide a description of the vocational rehabilitation program provided by that agency to its trainees. The titles of the nine subsections of this section of the research instrument coincide with the nine training services identified from the review of the professional literature. The titles of these nine subsections were 41.0 Pre-vocational training; 42.0 Vocational exploration; 43.0 Vocational

TABLE 17

MEANS OF RECRUITMENT OF TRAINEES FOR VOCATIONAL REHABILITATION PROGRAMS FOR THE MENTALLY RETARDED IN ALBERTA

Means of recruitment	No. of agencies using this method
No active recruitment effort	9
Education of the public about the agency and it's programs	6
Maintain regular contact with referral sources	5
Active recruitment to identify potential trainees	3

evaluation; 44.0 Work adjustment training; 45.0 Personal adjustment training; 46.0 Vocational skills training; 47.0 Job placement; 48.0 Retraining; and 49.0 Vocational counselling.

Section 50.0 of the research instrument contained two subsections which were used to collect data about the employment services which the participating agencies provided for mentally retarded employees.

An employment service was defined as a service provided to mentally handicapped persons who are in a work situation, who receive wages, and are treated as employees. The two subsections of section 50.0 are 51.0 Employment, and 52.0 Job stabilization.

The questioning that made up the nine subsections related to training, and the questions of the two subsections that were related to employment followed a similar pattern. Questions .1, .2, .3, .4, .6, .7, .8, and .91 of each of these eleven subsections were used to collect similar data about each service offered. Data collected from subsections 51.0, employment, and 52.0, job stabilization, are included in table 18 along with data from section 40.0 so that the data related to all 11 services could be presented in the same table.

Question .1. In question .1 for each of the 11 services in the research instrument, respondents were asked to state whether that service was included within the program objectives stated by the agency. All 22 respondents reported that vocational evaluation, work adjustment training, retraining and vocational counselling were stated as objectives of the vocational rehabilitation programs offered by the agencies. Twenty one respondents reported that vocational exploration, personal adjustment training, vocational skills training, job placement, and employment were stated as objectives

TABLE 18

NUMBER OF VOCATIONAL REHABILITATION SERVICES PROVIDED FOR THE MENTALLY RETARDED BY VOCATIONAL REHABILITATION AGENCIES IN ALBERTA

	Subquestion Number															
	.1		.2				.3		.6		.7		.8		.91	
Vocational rehabilitation service	Service is stated in program objectives		Program approach (Note 1)				Provided to all trainees		Consider service to be important		Plans to provide service		Previously provided but service terminated		Service available at other local source	
	Yes	No	F+I	F	I	N	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
41.0 Pre-vocational training	17	5	5	4	8	5	16	6	5	0	2	3	1	4	5	1
42.0 Vocational exploration	21	1	2	5	13	2	16	6	2	0	1	1	0	2	2	4
43.0 Vocational evaluation	22	0	9	4	9	0	21	1	0	0	0	0	0	0	0	1
44.0 Work adjustment training	22	0	5	4	13	0	21	1	0	0	0	0	0	0	0	1
45.0 Personal adjustment training	21	1	3	3	15	1	18	4	1	0	1	0	0	1	3	1
46.0 Vocational skills training	21	1	5	4	12	1	18	4	1	0	0	1	0	1	4	0
47.0 Job placement	21	1	4	7	5	6	12	10	6	0	5	1	0	6	3	7
48.0 Retraining	22	0	2	1	15	4	16	6	4	0	4	0	0	4	3	3
49.0 Vocational counselling	22	0	6	3	13	0	22	0	0	0	0	0	0	0	0	0
51.0 Employment	21	1	2	9	8	3	15	7	3	0	2	1	0	3	5	2
52.0 Job stabilization	20	2	3	8	4	7	11	11	7	0	4	3	0	7	3	8
Total responses	230	12	46	52	115	29	186	56	29	0	19	10	1	28	28	28
Total possible	242		242				242		29		29		29		56	
Percentage	95	5	19	21.5	47.5	12	76.9	23.1	100	0	65.5	34.5	3.4	96.6	50.0	50.0

Note 1. Titles for these columns are as follows:

F+I - service is offered by both formal and incidental approach
F - service is offered by formal approach only
I - service is offered by incidental approach only
N - service is not offered at all

of the vocational rehabilitation programs offered by their agencies. Twenty respondents reported that job stabilization was a stated objective, while 17 respondents reported that pre-vocational training was stated as an objective of the vocational rehabilitation program.

There appears to be a noteable difference between the stated objectives of the participating agencies as summarized in table 11 with some of the responses to question .1 for each training and employment service.

In table 19 the responses to question .1 for each service as shown in table 18 is compared with data from table 11 which synthesized the responses from questions 20.1, 40.1, and 51.51. Responses to question .1 indicate that pre-vocational training, vocational exploration, retraining, vocational counselling, and job stabilization were included in the program objectives of all, or nearly all agencies, but in the synthesized statements of objectives from Table 11 these terms or similar terms do not appear at all. Responses to question .1 indicate that vocational evaluation, work adjustment training, personal adjustment training, vocational skills training, job placement and employment were included as program objectives of at least 21 agencies, but in the synthesized statements of objectives from table 11 these terms or similar terms appear only 3, 6, 9, 8, 11 and 11 times respectively. In considering the possible reasons for so great a variance between these two sets of data the researcher would suggest that the difference in the way these terms were used would account for a large part of this variance. The amount of variance attributable to this difference in usage is not measurable from the data collected by this research investigation. In support of this reason as a likely

TABLE 19

A COMPARISON OF PROGRAM OBJECTIVES STATED BY PARTICIPATING AGENCIES WITH VOCATIONAL SERVICES REPORTED TO BE INCLUDED IN THE PROGRAM OBJECTIVES

Vocational rehabilitation service	No. of agencies reporting this service to be stated as a program objective (from Que .1)	No. of times this service appeared in actual statements of program objectives (from Que. 20.1, 40.1 and 51.51)
41. Pre-vocational training	17	0
42. Vocational exploration	21	0
43. Vocational evaluation	22	3
44. Work adjustment training	22	6
45. Personal adjustment training	21	9
46. Vocational skills training	21	8
47. Job placement	21	11
48. Retraining	22	0
49. Vocational counselling	22	0
51. Employment	21	11
52. Job stabilization	20	0
Total		48

cause for the variance in data, it should be pointed out that questions 20.1 and 40.1 were posed during the early stages of the interview, and the respondent from each agency stated the objectives and goals using the terms in common useage by that agency. It was not until after questions 20.1 and 40.1 were answered that the terms used in sections 40.0 and 50.0 of the research instrument were defined, and used in the remaining sections of the interview.

The placement of questions related to objectives in different sections of the interview schedule could be considered to be a weakness of the research instrument, however, the pattern of placement of those questions provided a means of checking the responses to question 20.1, 40.1, and question .1 for each subsection for content validity.

Question .2. Respondents were asked in question .2 for each of the 11 services to indicate whether a formal or incidental approach was used by the agency to provide that service, or whether the agency did not provide that service. The definition of a formal approach and an incidental approach was explained to each respondent. A formal approach was defined as: deliberately planned, directed and executed action to ensure delivery of a service. An incidental approach was defined as: a non-deliberate, non-directed program approach where results are achieved as a subordinate result of other programs. It should be pointed out that it is possible for a vocational rehabilitation service to be provided by both a formal and an incidental approach by the same agency concurrently. For instance, an agency can conduct formal vocational assessments using clinical techniques and measurement devices; and also conduct incidental assessments in the form of general observations of work related behaviors as part of the overall assessment of a trainee.

The data collected in question .2 for each service is shown in table 18. Separate columns appear in this table for each of the four possible responses - formal and incidental, formal only, incidental only, or none at all. The total possible number of responses for all agencies is 242. The totals of the responses given by participating agencies are shown in this table. These totals are: 46 (19%) programs provided to trainees by both formal and incidental approaches; 52 (21.5%) programs provided to these individuals by a formal approach; 115 (47.5%) programs provided by an incidental approach; and 29 (12.0%) instances where this service was not provided at all. Therefore, 98 (46 + 52) of the possible 242 programs (40.5%) were provided to trainees using a formal approach. The percentages shown are the percentages of the total possible (242).

Of the 213 programs that were actually provided, 115 (54%) were provided by the incidental approach.

Question .3. In question .3 the respondents were asked if the agency was able to provide each service to all the trainees it served who required the service listed on the research instrument. Question .3 was worded in this way because not all trainees require all 11 vocational services. For agencies which did not provide a particular service, as determined by question .2, a negative answer to question .2 was automatically entered. From the recorded data, 186 services were provided by the 22 participating agencies to those trainees who required them. This represented 76.9% of a total of 242 possible services. From the data collected, it is evident that the participating agencies were least able to provide job placement and job stabilization services to trainees who required these services.

Question .4. In question .4 for each service, respondents were asked to identify the major obstacles encountered while providing that service for trainees. The data collected by this question is summarized in table 20. In 39 instances the participating agencies reported that the lack of qualified staff was a major obstacle encountered by agencies while delivering rehabilitation services. In 33 instances it was reported that another major obstacle was the inadequacy of the program design, and in 10 instances the lack of funding was reported as a major obstacle which hindered the delivery of service in an optimal manner.

Question .5. In question .5, and a number of subquestions to this question, the interviewee at each participating agency was asked to describe each of the training programs provided by that agency. If the agency did not provide a particular service, as determined in question .2 for that service, question .5 and the related subquestions were omitted, and the questioning proceeded to question .6 for that service.

The descriptions of the many services acquired in response to question .5 and the related subquestions varied widely in format and content so that summarization of the data from all participating agencies on a broad scale was considered impractical. The description of the program for each vocational rehabilitation service offered by the 22 participants is contained in appendix B.

Due to the fact that 54% of the services offered were provided by the incidental approach, the descriptions of those programs offered were very general and non-specific.

TABLE 20

PROBLEMS ENCOUNTERED BY AGENCIES IN PROVIDING VOCATIONAL REHABILITATION SERVICES FOR THE MENTALLY RETARDED IN ALBERTA

Vocational services	No. of agencies which stated each problem							
	Problem							
	A	B	C	D	E	F	G	H
Pre-vocational training	0	3	0	8	0	0	3	1
Vocational exploration	0	2	1	1	4	4	0	2
Vocational evaluation	0	5	1	5	0	0	1	0
Work adjustment training	0	6	1	4	0	0	1	1
Personal adjustment training	0	5	3	4	1	0	1	1
Vocational skills training	0	4	0	2	1	1	0	0
Job placement	0	4	2	5	1	1	0	5
Retraining	0	1	0	2	1	0	0	0
Vocational counselling	0	1	0	4	0	1	0	0
Employment	0	1	0	1	0	0	4	2
Job stabilization	1	1	0	3	0	0	0	0
Totals	1	33	8	39	8	7	10	12

Problems:

A. Identifying the type of program each trainee required
B. Inadequate program design (content)
C. Inadequate technique of service delivery (method)
D. Insufficient qualified staff to deliver the service.
E. Insufficient time in trainee schedules.
F. Conflict with other program objectives.
G. Insufficient funds to adequately provide service.
H. Other

Question .6. If the answer given by an agency to question .2 was "none" for a particular service, which indicated that the agency did not provide that service, questions .4 and .5 for that service were ommitted, and the questioning advanced to questions .6, .7, .8 and subquestion .91. In question .6, only those agencies which did not provide a service were asked if the agency considered it to be important that that service be available to trainees. In table 18 the data for question .6 shows that for every instance where an agency did not provide a service, the interviewee stated that the agency believed that that service should be provided to trainees who required it.

Question .7. At agencies which did not provide a particular service respondents were asked if the agency had plans to begin providing such a service. The data for question .7 in table 18 shows that in 19 of 29 possible instances, the respondents reported that the agency was planning to commence providing that service, while in 10 instances, the respondents stated that no such plans had been made for providing the service listed.

Question .8. At agencies which did not provide a particular service, respondents were asked if the agency had ever provided that service, and then terminated it. Only one incidence was reported where the delivery of a service had been terminated. These data are shown in table 18. The single response to subquestion .81, was that this particular service was better served by a second vocational rehabilitation agency in the same community, so that particular service was terminated by the former agency, and assumed by the latter.

Question .9. When the research instrument was designed, question

.9, (which is made up of subquestions .91, .92, .93, .94, and .95) was included to determine if trainees were able to receive services from more than one agency. As the research progressed, it became apparent that in the smaller communities where only one vocational rehabilitation agency operated the value of the data collected by question .9 would be of little value to the research. In larger communities where more than one agency operated to provide vocational rehabilitation services to the mentally retarded the other agencies were also participating in the study. This made subquestion .94 redundant. It also became apparent as the research progressed that subquestion .95 required respondents to make a value judgment which in some instances was embarrassing to participants. It was decided by the researcher, with the exception of subquestion .91, to eliminate question .9 from the research instrument. Subquestion .91 was retained, and used with those agencies of the population that did not provide, or were not able to provide a particular service to all its trainees who required that service. That is, if a negative response to question .2 or question .3 was reported by a respondent, then the sequence of questioning for that service proceeded through questions .6, .7, .8, and subquestion .91.

Subquestion .91. This subquestion was posed, under the terms described in the preceeding paragraph, to determine whether a service, which was not provided to all trainees, might be available from another local source. The data in table 18 for question .9 shows that in 58 instances when an agency was not able to provide a service to all its trainees, in 28 of these instances, that service was available from another source. These data also show that the services that are least often available from an alternate source were vocational exploration, job placement, and job stabilization; and the services that are most often available from another source were pre-vocational training, vocational skills training, and employment.

Subsection 41.0; Pre-vocational training. From data in table 18 it can be determined that of the 17 agencies which provided pre-vocational training only nine provided pre-vocational training by the formal approach, while at eight agencies, the incidental approach was used. Of the 17 agencies which provided pre-vocational training, 16 were able to provide this service to all trainees who required it. Of the 5 agencies which did not provide pre-vocational training, all considered it to be important, two were planning to make that service available to its trainees, while six agencies did not provide pre-vocational training to all who required it. There were 5 other sources where that service could be provided to those trainees.

Subsection 42.0; Vocational exploration. According to data in table 18, 13 agencies provided vocational exploration using the incidental approach. Of the six agencies which did not provide vocational exploration to all its trainees, only one planned to deliver this service even though vocational exploration was available from other sources in only two instances.

Subsection 43.0; Vocational evaluation. According to data in table 18, all 22 participating agencies provided vocational evaluations; at nine agencies, this was done by using the incidental approach only. One agency reported that it was not able to provide evaluation services to all its trainees, and no other agency existed in the same locality, that provided vocational assessments to trainees.

Subsection 44.0; Work adjustment training. The data in table 18 show that all 22 participating agencies reported that they provided work adjustment training, however, at 13 agencies work adjustment programs were provided using the incidental approach only. While 1 agency reported that it was not able to provide work adjustment training to all its trainees, no other agency was available locally to provide that service.

Subsection 45.0; Personal adjustment training. Data in table 18 show that of the 21 agencies which reported to provide personal adjustment training, 15 did so using the incidental approach. One agency did not provide personal adjustment training at all, and three others could only provide this service to some of its trainees. It was reported, however, that in three of those cases, no other agency was available locally where trainees could receive personal adjustment training.

Subsection 46.0; Vocational skills training. In table 18 are data which show that of the 21 agencies which were reported they were providing vocational skills training, 12 did so using the incidental approach. One agency did not provide vocational skills training at all, and three others could only provide this service to some of its trainees. It was reported, however, that in all four of those cases, another local agency was available where trainees could receive vocational adjustment training.

Subsection 47.0; Job placement. From data in table 18, it can be determined that even though 21 of the participating agencies stated that an objective of their program was to provide job placement service, only 16 agencies provided this service, five agencies provided that service using the incidental approach, and only 12 could provide job placement service to all the trainees who required that service. Of the six agencies which reported they did not provide job placement, five were planning to provide this service. Ten agencies reported they were unable to provide job placement to all its employable trainees, in seven of these agencies there were other agencies nearby which could provide job placement.

Subsection 48.0; Retraining. From data in table 18, it can be determined that even though 22 of the participating agencies stated that an objective of their program was to provide retraining, only 18 agencies provided any retraining, 15 provided that service using the incidental approach, and 16 could provide that service to all trainees who required it. Of the six agencies which reported they could not provide retraining to all trainees who required it, four reported having plans to provide the service. In three instances, retraining was available from another nearby agency. It was observed by the researcher while reviewing the research data for each agency, that the 18 agencies which provided retraining, recycled trainees through existing programs of work adjustment and personal adjustment to improve the employability of their trainees. None of the participating agencies reported a retraining program of the type referred to in the review of the literature, where mentally handicapped workers were retrained in new skills to permit transfer to a new type of job due to out-dated work skills, or job dissatisfaction.

Subsection 49.0; Vocational counselling. In table 18 are data which show that all of the participating agencies stated that vocational counselling was a goal of the vocational rehabilitation program for the mentally retarded, and that all agencies provided vocational counselling; 13 by the incidental approach, and nine by the formal approach.

Subsection 51.0; Employment. Data in table 18 show that while 21 of the participating agencies reported that an objective of that agency was to provide employment opportunities for mentally retarded workers, only 19 agencies were providing their trainees with that opportunity. There were seven agencies unable to provide employment to all their employable trainees who were classified as "employable", however two agencies were planning to provide employment opportunities for their mentally retarded trainees, and in five instances, another agency which provided employment opportunities for mentally retarded workers was located nearby. The researcher observed that few agencies made a clear distinction between training and employment. Trainees who were engaged in work tasks as part of their training program,and who received a meagre allowance for their efforts were considered by some agency staff as being "employed". The researcher also observed that at some agencies, handicapped workers were busily engaged in work tasks, received meagre pay for their efforts, and were considered to be receiving training. In these agencies there was little evidence of training goals, a training curriculum, or a means of measuring progress.

Subsection 52.0; Job stabilization. From data in table 18, it can be determined that even though 20 of the participating agencies stated that an objective of the program was to provide job stabilization to mentally retarded trainees, only 15 actually provided that service, four did so using the incidental approach, and only 11 could provide that service to all who required it. Of the seven agencies which reported that they did not provide job stabilization, four reported that plans were being made to provide that service. While 11 agencies reported that they were unable to provide job stabilization to persons who required that service, in only three instances was job stabilization available from another local agency.

Summary. Data that are summarized in table 18 show that 95% of the participating agencies reported that the 11 vocational services identified were included within the objectives of their programs. Only 88% of those services were offered by these participating agencies. It was reported by respondents from those agencies that 19% of the possible number of services were provided using both a formal, and an incidental approach; 21.5% of the possible number of services were provided using the formal approach only, while 47.5% of the possible number of services were provided by the incidental approach. The respondents also reported that 12% of the possible services were not offered at all by the participating agencies. Data received from the participating agencies indicated that 76.9% of the possible number of services were provided by formal or incidental means, to all trainees who required that service. Sixty-five percent of those agencies that could not provide a particular service to all trainees, but considered that service to be important, were making plans to institute that service. In only one instance had a service not presently offered by an agency been previously offered. In 50% of the cases where services were not provided to all trainees who required those services, another agency which could provide the required service was reported to be in existence within the same local area.

SECTION 50.0: EMPLOYMENT SERVICES PROVIDED

This section of the research instrument consisted of two subsections. Each of these subsections was designed to collect data from each agency which when synthesized would provide a description of the employment services provided by that agency to mentally retarded persons. The titles of the two subsections are 51.0 Employment, and 52.0 Job Stabilization. Because the pattern of questioning for these two subsections was identical to the questioning for the nine subsections related to training, the data from subsections 51.0 and 52.0 was included in table 18, and analyzed with the data from section 40.0.

SECTION 60.0; OTHER SERVICES

This section of the research instrument consisted of two subsections 61.0; Other vocational services, and 62.0; Other support services. These subsections were used to collect data about other rehabilitation services provided by participating agencies which had not been included in the preceeding sections of the research instrument.

Subsection 61.0; Other vocational services. In this subsection, participants were asked to list and describe any other vocational rehabilitation service which they provided to mentally retarded adults. All participating agencies reported that no vocational rehabilitation services other than those identified in sections 40.0 and 50.0 of the research instrument were being provided.

Subsection 62.0; Other support services. In question 62.1 of this subsection, those involved in the study were asked to list any other service that the agency provided which was supportive to the vocational rehabilitation program, and to the total rehabilitation effort. Data collected with this question are summarized in table 21. A total of 14 agencies provide recreation programs, 12 agencies provide social activities, eight agencies provide residential accommodation, and four agencies provide medically related services to help achieve rehabilitation of clients. Eight other programs which were considered by the participating agencies to be supportive to the vocational rehabilitation program were reported. These were: academic upgrading, citizen advocacy, camping, child development programs, parent training, table manners training, training in daily living skills, and exchange visits to other countries.

Question 62.2. This question was included in the research instrument to collect data about the use of volunteers in the vocational rehabilitation programs for the mentally retarded. Only 10 of the participating agencies reported that volunteers were used to supplement staff effort in their vocational rehabilitation programs. Six of those 10 agencies provided pre-service orientations to volunteers to prepare these individuals to perform their assigned tasks. Volunteers at these 10 agencies were reported to be assisting in a wide range of activities such as the following: back-up supervisors, clerical tasks, recreation activities, personal adjustment training, back-up production workers, practicums in rehabilitation training, and computer assisted instruction for trainees.

SECTION 70.0 PROBLEMS

In question 70.1 of section 70.0 respondents were asked to list the major problems which their agency had encountered in attempting to meet its objectives. The data collected with this question are summarized in table 22. The three most frequently stated problems

TABLE 21

SERVICES PROVIDED BY VOCATIONAL REHABILITATION AGENCIES WHICH ARE SUPPORTIVE TO VOCATIONAL REHABILITATION PROGRAMS FOR THE MENTALLY RETARDED IN ALBERTA

Type of supportive service	No. of agencies providing this service
Recreation program	14
Social activities	12
Residential accommodation	8
Medically related service	4
Other	8

TABLE 22

MAJOR PROBLEMS ENCOUNTERED BY AGENCIES WHICH OPERATE VOCATIONAL REHABILITATION PROGRAMS FOR THE MENTALLY RETARDED IN ALBERTA

Problem stated	Rank order	No. of agencies stating this problem
Insufficient funds	1	12
Insufficient qualified staff	2	9
Inadequate programs	3	7
Public education	4	4
Determining individual program needs of trainees	5	2
Administrative difficulty	5	2
Too much effort required to acquire adequate funding	6	1
Delay encountered in establishing new programs	6	1
Need to separate vocational programs from other programs	6	1
Difficulty meeting production demands	6	1
Poor staff wages; poor morale	6	1
No problem stated		1

were: insufficient funds, insufficient qualified staff, and inadequate programs. Eight other problems were also identified and are in table 22. A comparison of the problems listed in the table with those listed in table 20 show that the most frequently occurring problems are the same in both tables, however, the rank ordering differs. The rank order of most frequently reported problems in table 22 was, 1. insufficient funds, 2. insufficient qualified staff, 3. inadequate programs. The rank order of most frequently reported problems from table 20 was 1. insufficient qualified staff, 2. inadequate program design, 3. insufficient funds.

Question 70.2. In question 70.2 of this section of the research instrument, respondents were asked to list what they considered to be the greatest need that the agency had, relative to meeting its objectives. A list of the needs that were reported, and the frequency for each need is contained in table 23.

SECTION 80.0; PLANS

In this, the final section of the interview schedule, individuals from the participating agencies selected to be involved in the research were asked to list the major plans which the agency had for the future. The responses received to this question are presented in table 24. A total of 16 different statements which describe the plans of agencies were reported. The two most frequently listed statements were to improve existing programs, and to increase sheltered employment.

TABLE 23

NEEDS EXPRESSED BY AGENCIES TO HELP ACHIEVE OBJECTIVES OF VOCATIONAL REHABILITATION PROGRAMS FOR THE MENTALLY RETARDED IN ALBERTA

Need expressed	Rank order	No. of agencies stating this need
More contracts suitable for training programs	1	4
Improved evaluation devices	2	3
Improved vocational programs	3	2
Residential accommodation for trainees	3	2
More qualified staff	4	1
More definite direction for the program	4	1
Relocate program to new setting	4	1
Require 24 hour program for extremely difficult cases	4	1
More space for program	4	1
Repairs for facility	4	1
No particular need expressed		9

TABLE 24

PLANS EXPRESSED BY AGENCIES FOR VOCATIONAL REHABILITATION PROGRAMS FOR THE MENTALLY RETARDED IN ALBERTA

Plans expressed	Rank order	No. of agencies stating this plan
Improve existing programs	1	7
Increase sheltered employment	2	5
Increase personal adjustment program	3	3
Acquire own facility	3	3
Acquire more contracts	3	3
Increase use of "work crew" method of training	4	2
Acquire a residence	4	2
Increase staff	5	1
Serve more trainees	5	1
Operate an activity centre	5	1
Seek more funding	5	1
Increase parent training programs	5	1
Increase computer assisted instruction	5	1
Decentralize to be a regional rather than a provincial resource	5	1
Change the name of the facility	5	1
Establish a social activities program	5	1
No plan expressed		3

SUMMARY, OBSERVATIONS, CONCLUSIONS AND RECOMMENDATIONS

CHAPTER 4

Chapter 1 of this research report included a description of the purpose of the study and the methodology that was used to complete the research. Chapter 2 presented a review of the literature and research that was related to this study. Chapter 3 presented an analysis of the findings of the research.

The final chapter of this thesis will consist of three parts. The first part will contain a summary of the research methodology. The second section includes observations and conclusions drawn from the findings of the study. In the third part recommendations will be made for the benefit of those who have an interest in vocational rehabilitation for the mentally retarded in Alberta, and suggestions for further research will be made.

SUMMARY

THE PROBLEM

The major objective of this study was to provide an analysis and description of the vocational rehabilitation programs for the mentally retarded in Alberta that existed at the time when the study was completed.

In addition to the major objective, the study sought to achieve the following supporting objectives: to compile a listing of training and employment services that are considered to be essential elements of a vocational rehabilitation program for the mentally retarded; to provide a description of the vocational rehabilitation program, and the population served by each agency which provides a vocational rehabilitation program for the mentally retarded in Alberta; and to summarize the status of vocational rehabilitation programs provided for the mentally retarded in Alberta in 1974.

THE POPULATION

The population for this study consisted of 22 agencies which in 1974 provided vocational rehabilitation services for mentally retarded adults in Alberta. The population was identified through consultation with various government and private agencies which were directly associated with vocational rehabilitation of mentally retarded persons in the province.

RELATED LITERATURE

A review of research literature revealed that there were no other studies undertaken in Alberta that were directly related to this research. A directory of services in Alberta for the mentally retarded was found to contain brief descriptions of vocational rehabilitation services offered by a few of the agencies which were included in the population for this study. Three studies that were conducted on a national basis (two in England, and one in the United States) were found to be similar to the present study. One of the studies that was conducted in England was conducted at the same time that this study was undertaken.

From a review of the professional literature directed at vocational rehabilitation of the mentally retarded, nine training services and two employment services were identified which were considered by authorities to be essential elements of vocational rehabilitation programs.

METHODOLOGY

The research instrument used for this study was an interview schedule that was designed to collect data which would describe the administration, the objectives, and the vocational rehabilitation program of each agency involved in the study. The research instrument was pre-tested in a pilot study at one of the agencies from the research population. As a result of the pilot study, minor changes were made in the wording of the interview schedule before it was used in the major investigation.

Prior to the collection of data for the study letters were mailed to each agency of the population. That letter outlined the purpose of the study, requested permission from each agency for the researcher to visit the agency and conduct an interview with a selected person, and requested that an acceptable date be established for the on-site visit by the researcher.

Data for the study were collected through interviews which were conducted during on-site visits to each of the 22 participating agencies. Some of these data were recorded with a magnetic tape recorder, and other data were recorded by manual note taking. Following the on-site visit a follow-up letter was sent to each agency to thank them for participating in the study.

The data recorded on magnetic tape during the interviews was analysed, transferred to written form, and subsequently summarized and tabulated manually in order to achieve the research objective. The information on these tapes was subsequently electronically erased from each tape.

FINDINGS

Data collected with the research instrument revealed the following major findings. Section numbers precede each major finding to provide easy referencing.

Section 11.0 Staff. In 1974, between 1982 and 2030 trainees attended vocational rehabilitation agencies in Alberta to receive rehabilitation services from 342.5 staff members with a trainee to staff ratio which ranged from 6.1 to 6.3:1.

Section 12.0 Operating schedule. All vocational rehabilitation agencies in Alberta operated on a schedule of five days per week (weekdays). Sixteen agencies operated 12 months per year, with staff holidays rotated so that the delivery of rehabilitative service was uninterrupted. Six agencies closed for a two or three week summer holiday period. Staff of the agencies visited normally worked longer hours than trainees did.

Section 13.0 Funding. Eight vocational rehabilitation agencies received most of their funding from provincial government grants; another eight agencies received approximately equal amounts of their money from government grants and sales of goods and services. Five agencies received most of their funding from sales, and one agency received most of its funding from donations.

Half of the vocational rehabilitation agencies received some donations from individuals and charitable organizations.

Section 14.0 Facilities. Twelve of the 25 facilities used by vocational rehabilitation agencies were agency owned; the remainder were leased or rented. The facilities that were used by these agencies were industrial, commercial, or educational in nature, and were located most frequently in industrial or commercial settings. The equipment and furnishings used within these facilities were predominantly light industrial. Lesser, but equal amounts of commercial, educational and craft related furnishings were used in these facilities.

Section 15.0 Transportation. Trainees from 12 of the 22 vocational rehabilitation agencies used public or private means of transport to travel from their place of residence to the agency. At the remaining 10 agencies, most trainees travelled by special bus or van, which was operated by the vocational rehabilitation agency.

Section 20.0 Goals and objectives. The five statements used most frequently by agencies to describe their goals and objectives were: competitive placement/employment, sheltered employment, personal adjustment of trainees, vocational skills for trainees, and work habits of trainees. Eleven other goal statements were also used by participating agencies, but with less frequency.

Section 30.0 Population served. The total number of persons who were attending vocational rehabilitation programs provided by the participating agencies ranged from 2092 to 2140. There were from 183 to 203 vacant spaces which could have been filled, and 305 applicants whose names appeared on a waiting list. All the vocational rehabilitation agencies in the study served mentally retarded adults, and most would serve adults with any developmental disability who had adequate self help skills. Vocational rehabilitation services were available to mentally retarded persons living in and around the cities, and some of the largest towns of Alberta. Those living in areas away from the larger population centres were forced to find a place of residence near an existing agency, or remain unserved.

Section 40.0 Training services provided, and Section 50.0

Employment services provided. In 95% of the possible instances, the agencies of the population reported that the vocational services listed on the research instrument were included in the objectives of their vocational rehabilitation programs. However, a comparison of these data with other data received from questions 20.1 and 40.1 which were placed earlier in the research instrument indicates that references to the 11 services listed on the research instrument occurred only 48 out of a possible 230 times in the goals that were stated by the agencies. Of the 11 vocational services found on the research instrument, two were included in the stated objectives of approximately half of the agencies involved in the research; four other vocational services appeared in the stated objectives of fewer than 10 of these agencies, and the remaining five services did not appear in the stated objectives of any agency.

Of the possible 242 instances for delivery of the 11 services by the 22 agencies, 40.5% were provided by the formal approach, 47.5% were provided by the incidental approach, and 12% were not provided.

Of the possible 242 instances for delivery of the 11 services by the 22 agencies, in 76.9% of those instances, all of the trainees were able to receive that service, whether provided by the formal or incidental approach. For 54% of the services actually provided, the incidental approach was used.

All agencies considered that the services which they were not providing were an important part of the rehabilitation process. The agencies were making plans to implement 65.5% of the services that had not yet been included in their vocational rehabilitation programs.

In 50% of the instances where a service was not available to a trainee from the agency in which he was enrolled, another agency was available locally which could provide that service.

The following numbers of agencies were able to provide these vocational rehabilitation services to all its trainees: 22 agencies provided vocational counselling; 21 provided vocational evaluation and work adjustment training; 18 provided personal adjustment training and vocational skills training; 16 provided pre-vocational training, vocational exploration and retraining; 15 provided employment, 12 provided job placement, and 11 provided job stabilization.

Section 60.0 Other services. No vocational rehabilitation services were being provided by the participating agencies, that were not included on the research instrument.

Just over half of the vocational rehabilitation agencies provided recreation programs and social activities to supplement their vocational rehabilitation program. Eight of the participating agencies provided residential accommodation; and four provided medically related services. Eight other various services that are supportive to vocational rehabilitation were provided by some agencies.

Volunteers were used at 10 agencies to assist with various vocational and non-vocational programs.

Section 70.0 Problems and needs. The problems which were most frequently encountered by the 22 vocational rehabilitation agencies were: insufficient funds, insufficient qualified staff, and inadequate programs. The greatest needs expressed by these agencies were: more contracts which were suitable for training programs, improved evaluation devices, and improved vocational rehabilitation programs.

Section 80.0 Plans. The activities which appeared most frequently in the future plans reported by the agencies studied were: plans to improve the existing programs, and plans to increase sheltered employment opportunities for mentally retarded adults.

OBSERVATIONS

During the collection of data for this study, the researcher had an opportunity to observe other factors which were not included as a part of the research instrument. Some of these are listed below:

1. All respondents at all agencies exhibited a great willingness to cooperate with the researcher, and provide complete and accurate responses to the questions asked.
2. There was a tendency on the part of many respondents to recognize and point out the weaknesses in the programs they operated, and a desire to search for and accept suggestions for improvement of the training and business aspects of the programs was often expressed.
3. There was a tendency on the part of a few respondents to overestimate the ability of the agency, though under funded, under staffed, and without structured programs, to adequately offer all services to all trainees and successfully rehabilitate most trainees.
4. It was evident that the well established, well funded, well staffed programs were able to provide a much better quality program than the newer (and sometimes very new) agencies which had insufficient funding, inexperienced and untrained staff, but plenty of hope and the desire to succeed.
5. When answering questions 20.1 and 40.1 relative to the objectives and goals of the agency, only 4 of the participating agencies provided

the researcher with statements of objectives taken from written materials. The responses of eight other agencies to these questions were provided verbally, but were stated in a clear, concise but thorough manner, suggesting that the objectives had been clearly thought out, and that the respondent had them clearly in mind. The responses of the remaining 10 agencies were provided verbally, slowly, and with some effort by the respondents to properly word the thoughts which they apparently had in mind, but could not state with ease.

CONCLUSIONS

From the research findings the following conclusions were drawn:

1. Government grants, and sales of goods and services provided the majority of operating funds for vocational rehabilitation agencies in Alberta in 1974.

2. Vocational rehabilitation agencies in Alberta operate most often in industrial and commercial type buildings which are usually located in industrial and commercial settings, and are equipped with light industrial and commercial furnishings.

3. Trainees attending vocational rehabilitation programs in Alberta use public transit, a special bus or van transportation in approximately equal amounts to travel from their place of residence to the vocational rehabilitation agency.

4. The statements of program objectives given in response to the questions posed by the researcher were usually expressed in terms which did not refer to the 11 training and employment services which were identified from the review of the literature and used in the research instrument.

5. The vocational rehabilitation agencies in Alberta that participated in the study serve mentally retarded adults and persons with a variety of other handicapping conditions.

6. Attendance of handicapped persons whose places of residence are remote from a vocational rehabilitation agency is hindered by a lack of suitable residential accommodation near that agency.

7. The incidental approach to service delivery was used for 54% of the vocational rehabilitation services provided by the agencies which participated in the study.

8. Of the 11 services considered by authorities to be essential to a vocational rehabilitation program, the two services least often available from vocational rehabilitation agencies in Alberta in 1974 were job placement, and job stabilization.

9. The problems most frequently encountered by the vocational rehabilitation agencies which operated in Alberta in 1974 were: a lack of sufficient funds, a lack of qualified staff, and poorly designed vocational rehabilitation programs.

10. In November, 1974, the vocational rehabilitation agencies in Alberta which participated in this study were serving from 2092 to 2140 persons who required vocational rehabilitation services.

RECOMMENDATIONS

The findings and conclusions of this study have implications for the following three groups: Alberta Social Services and Community Health, Rehabilitation Services Division, Vocational Rehabilitation Branch; the governing bodies and management staff of vocational rehabilitation agencies; and the post secondary educational institutions of Alberta.

ALBERTA SOCIAL SERVICES AND COMMUNITY HEALTH

The Vocational Rehabilitation Branch of the Rehabilitation Services Division, Alberta Social Services and Community Health plays a key role in the delivery of vocational rehabilitation services to the mentally retarded in Alberta.

The findings and conclusions of this study suggest that the following recommendations should be made to the Vocational Rehabilitation Branch.

The three most frequently occurring problems of the vocational rehabilitation agencies which participated in the study are very closely related to each other, and appear to be highly dependent on the most frequently mentioned problem, that being a lack of sufficient funds. The Vocational Rehabilitation Branch should therefore ensure that adequate funds are made available to vocational rehabilitation agencies to attract and retain sufficient well qualified staff to develop and deliver adequate vocational rehabilitation programs to mentally retarded adults in Alberta.

To assist in the development of sufficient qualified staff, the division should assist with the inservice training of vocational rehabilitation staff through sponsorship or co-sponsorship of in-service training programs. Further, to strengthen the vocational rehabilitation programs, the Vocational Rehabilitation Branch should establish a means of improving the quality of vocational rehabilitation programs.

The Vocational Rehabilitation Branch should also survey carefully the areas of the Province of Alberta where there is a demonstrated need for vocational rehabilitation services, and through close cooperation with local citizen groups, foster the development of additional vocational rehabilitation programs in those areas. It is also important that through the assistance of the Branch of Services for the Handicapped, that suitable residential accommodations be made available to handicapped persons whose homes are beyond commuting distance to the vocational rehabilitation program.

VOCATIONAL REHABILITATION AGENCIES AND THEIR GOVERNING BODIES

The findings and conclusions of the study have significant implications for the management and governing bodies of vocational rehabilitation agencies in Alberta, and lead to the following recommendations.

Every effort should be made to secure adequate funding for the operation of an effective vocational rehabilitation program. Sufficient funding is necessary to attract and retain a qualified team of staff who have the management skills, training skills, and technical skills required to develop and operate an effective vocational rehabilitation program. With qualified staff in place, efforts should be directed to establish written program objectives, goals, and well designed vocational rehabilitation programs. The development of those programs should be done in light of the recommendations contained in the professional literature, and guided by the experiences of skilled practitioners and researchers. Particular effort should be made to ensure the availability of job placement and job stabilization services.

POST SECONDARY INSTITUTIONS

From the findings of the study it is apparent that there are insufficient qualified staff to operate the vocational rehabilitation programs in Alberta. Post secondary institutions should ensure, therefore, that there are full-time or in-service training courses which will prepare people with the necessary qualifications and skills to develop and operate vocational rehabilitation programs.

RECOMMENDATIONS FOR FURTHER STUDY.

The primary focus of this study was to provide a description of the vocational rehabilitation programs available to mentally retarded adults in Alberta, and in particular, to provide a comparison of the vocational rehabilitation services contained within those programs with the eleven essential program components recommended by authorities. While the present study lists the services that were provided by the participating agencies in 1974, many of the agencies were relatively new, and therefore the descriptions of the programs by which the vocational services were provided were often unwritten, and unstructured. This was particularly true of services provided by the incidental approach. From the time when the research data was collected (1974) to the time of the printing of this study (1979(significant improvements have been made in many of the programs offered by the agencies included in this research. It is recommended therefore that the study be replicated in total, or that the data be updated for selected questions on the research instrument, with particular emphasis on collecting detailed data which will provide thorough descriptions of the programs offered.

It is further recommended that such a study include the following questions: a question which requests a listing of present staff members, plus a description of the role of each position, and a listing of qualifications and relevent training of each of those staff members; a detailed listing of funding sources, and the amounts and the percentages received from each source; a detailed listing of the trainees served, categorized by age and disability; a detailed description of the system for payment of training allowances to trainees, and wages to handicapped workers; a detailed listing of the placement of trainees who have left the facility; and a projection of the potential of present trainees to be rehabilitated.

RECOMMENDATIONS OF THE THESIS COMMITTEE

From the descriptions of the vocational rehabilitation programs contained in appendix B, and the observations of the researcher it is evident that there are very significant differences between the programs offered by the larger well established and well funded agencies, and the programs offered by the newer agencies. These differences are most evident in the quality of programs, qualifications of staff, adequacy of funding, and physical resources that are available to the agencies. The high percentage (54%) of the programs offered by the incidental approach reflects this inadequacy of programming.

The thesis committee recommends therefore that efforts be made by the parties concerned, and in particular, these organizations which fund vocational rehabilitation agencies, to provide a level of funding that will permit agencies to attract and retain qualified staff to improve the quality of programming in the smaller vocational rehabilitation agencies studied during the course of this research.

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APPENDIX A

CORRESPONDENCE AND SCHEDULE OF ON-SITE VISITS

CONTENTS

1. Letters to Regional Offices of Services for the Handicapped and Organizations Requesting a Review of the Research Population for Completeness and Accuracy

2. Copy of Corrected Lists of Rehabilitation Agencies by Region

3. Letter Requesting Permission From Agencies to Participate in the Study, Plus Response Form Used by Agencies

4. Follow-up Letter Which Outlined the Contents of the Interview

5. Letter of Thanks Sent to Agencies After the On-Site Visits

6. Schedule of On-Site Visits to Vocational Rehabilitation Agencies

INVENTORY OF VOCATIONAL REHABILITATION AGENCIES

I am currently compiling an inventory of all agencies which provide or could provide vocational rehabilitation services for the mentally retarded in the province.

Specifically the list should include all agencies which meet the following criteria:

1. The agency provides vocational rehabilitation services which include one or more of the following:
    a) vocational skills training
    b) work-adjustment training (work habits, attitudes, etc.)
    c) on-the-job training
    d) job placement and follow-up program
    e) sheltered employment
2. The agency must operate in the Province of Alberta
3. The agency must serve or have admission requirements or policies which permit it to serve mentally retarded persons who are sixteen years of age or older. The agency may serve persons other than the mentally retarded.

I have attached a list of the agencies in your region identified to date which may meet the criteria outlined. Would you review the attached list and add to it any agencies that you are aware of which operate programs that may meet the criteria. If you question whether the program operated by an agency meets the criteria, please add the agency to the list.

.... 2

I have also listed the relevant sponsoring or directive bodies and their executive officers. Your additions and revisions to this list would be appreciated. For your convenience, I have enclosed forms for the inclusion of new or up-dated information. I would appreciate receiving the revised lists from you as soon as possible.

G.B. Heggie
Special Project Research Assistant
Services for the Handicapped

GBH/few

Encl.

c.c. M.L. Arcand
Director
Services for the Handicapped

The Division of Services for the Handicapped is currently compiling an inventory of all agencies which provide or could provide vocational rehabilitation services for the mentally retarded in the province.

Specifically the lists should include all agencies which meet the following criteria:

1. The agency provides vocational rehabilitation services which include one or more of the following:
   a) vocational skills training
   b) work-adjustment training (work habits, attitudes, etc.)
   c) on-the-job training
   d) job placement and follow-up program
   e) sheltered employment

2. The agency must operate in the Province of Alberta.

3. The agency must serve or have admission requirements or policies which permit it to serve mentally retarded persons who are sixteen years of age or older. The agency may serve persons other than the mentally retarded.

Attached is a list of agencies identified to date which may meet the criteria outlined. Would you review the attached list and add to it any agencies that you are aware of which operate programs that may meet the criteria. If you question whether the program operated by any agency meets the criteria, please add the agency to the list.

. . .2

Also listed are the relavent sponsoring or directive bodies and their executive officers. Your additions and/or revisions to this list would be appreciated. For your convenience I have enclosed forms for the inclusion of new or updated information.

I would appreciate receiving the revised lists from you as soon as possible.

Yours sincerely,

G. Barton Heggie
Special Project Research Assistant

GBH/few

Encl.

ADDITIONAL AGENCIES PROVIDING VOCATIONAL REHABILITATION SERVICES FOR THE MENTALLY RETARDED IN ALBERTA

1. Name of Agency:
Street Address:
Mailing Address:
Telephone Number:
Director/Manager of Agency:

Sponsoring or Directive Body:
Mailing Address:
President, Chairman or Director of Sponsoring/Directive Body:

2. Name of Agency:
Street Address:
Mailing Address:
Telephone Number:
Director/Manager of Agency:

Sponsoring or Directive Body:
Mailing Address:
President, Chairman or Director of Sponsoring/Directive Body

3. Name of Agency:
Street Address:
Mailing Address:
Telephone Number:
Director/Manager of Agency:

Sponsoring or Directive Body:
Mailing Address:
President, Chairman or Directive of Sponsoring/Directive Body:

VOCATIONAL REHABILITATION AGENCIES

Serving the Mentally Retarded

Calgary Region

Agency, Address, Telephone, Manager or Director	Sponsoring/Directive Body, Address President, Chairman, Director
Canadian National Institute for the Blind 1260 - Memorial Drive, S.E. Calgary, Alberta PH: 266 - 8831 Mr. Hugh Gillespie Employment Officer	C N I B (Alberta Division) 12010 - Jasper Avenue Edmonton, Alberta T5J 2L4 PH: 488 - 4871 Mr. W.A. Tymchuk - Director
Bow Centre 2003 - 45 Street, N.W. Calgary, Alberta PH: 288 - 1677 Pat Davidge Supervisor of Bow Centre	
Advance Industries 77 Street & Bowness Road, N.W. Bowness Shopping Centre Calgary, Alberta PH: 288 - 4251 Nelson Long Workshop Manager	Calgary Association for the Mentally Retarded 232 605 - 1st Street, S.W. Calgary, Alberta T2P 1M7 Mr. Aubrey Teal - Executive Director
Vocational Rehabilitation & Research Institute 3304 - 33 Street, N.W. Calgary, Alberta Dr. Roy Brown - Executive Director	

CALGARY REGION (continued)

Langevin Enterprises

1112 Memorial Drive, N.E.
Calgary, Alberta
T2E 4Z2

Mr. Ken Cope
Executive Director

The Rehabilitation Society of Calgary

1112 Memorial Drive, N.E.
Calgary, Alberta
T2E 4Z2

Mr. J.E. White - President

VOCATIONAL REHABILITATION AGENCIES

Serving the Mentally Retarded

Edmonton Region

Agency, Address, Telephone, Manager:	Supporting or Directive Body, Address, Telephone, President, Chairman, Director
Arch Enterprises 7953 - Argyll Road Edmonton, Alberta PH: 469 - 3211 Henry Young Supervisor of Workshop	L'Arche Association of Alberta Shalom 20 Sandpiper Court Sherwood Park, Alberta T8A 0C2 Dr. George Myers
Dove Centre Box 247 Bonnyville, Alberta PH: 826 - 3354 Mr. J.C. Fontaine, Chairman Dove Centre (826 - 3113)	
Edmonton Rehabilitation Society 10215 - 112 Street Edmonton, Alberta PH: 426 - 2255 Mr. Ken DeLooze, Executive Director	
Horizons Unlimited Box 429 Wetaskiwin, Alberta T9A 1X5 PH: 352 - 2106	Wetaskiwin District Association for the Mentally Retarded Box 429 Wetaskiwin, Alberta Mrs. Bernice Hucal - President PH: 352 - 4637

Canadian National Institute for the Blind

12010 - Jasper Avenue
Edmonton, Alberta
T5J 2L4

PH: 488 - 4871

Mr. George Thomas
Supervisor

C N I B (Alberta Division)

12010 - Jasper Avenue
Edmonton, Alberta
T5J 2L4

PH: 488 - 4871

Mr. W.A. Tymchuk - Director (Alberta Division)

Lloydminster & District Sheltered Workshop and Training Centre

3514 - 51 Avenue (Box 296)
Lloydminster, Alberta
S9V 0Y2

PH: 875 - 3633

Lloydminster Association for the Mentally Retarded

Box 296
Lloydminster, Alberta

Mr. Sherwood Jennett - Executive Director
Mrs. Beatrice Fisher - Chairman

Western Industrial Research & Training Centre

13325 - St. Albert Trail
Edmonton, Alberta
(P.O. Box 3875, Station D)

PH: 454 - 9656

Dr. H. Duane Tichenor - Executive Director

Board of Governors
Western Industrial Research & Training Centre

Box 3875, Postal Station D
Edmonton, Alberta

Major J.C. Whalley - Chairman

Vegreville Sheltered Workshop

Box 898
Vegreville, Alberta

Vegreville Association for the Mentally Retarded

Box 898
Vegreville, Alberta

Mr. Robert Robert - Executive Director

St. Paul Vocational Training & Placement Program — Not operational

Box 1351
St. Paul, Alberta

PH: 645 - 3323

Mr. Maurice Mardin

Sheltered Workshop Society

7305 - 99 Street
Edmonton, Alberta

PH: 432 - 0322

Mr. Lothar Markwart

Vermilion Horticultural Workshop — Not operational

c/o Edna Jolly
Public Health Nurse
Box 720, Vermilion, Alberta

VOCATIONAL REHABILITATION AGENCIES

Serving the Mentally Retarded

Grande Prairie Region

Swan Industries

9614 - 100 Avenue
Grande Prairie, Alberta

PH: 532 - 0236

Terry Carter
Manager - Instructor

Grande Prairie & District
Association for the Mentally Retarded

9618 - 101 Avenue
Grande Prairie, Alberta
T8V 0X1

Mr. J. Johnston - President

VOCATIONAL REHABILITATION AGENCIES

Serving the Mentally Retarded

Lethbridge Region

Sunrise Ranch

Box 1238
Coaldale, Alberta

PH: 345 - 3517

Mr. Robert Harrison
Ranch Director

Rehabilitation Society of Southwestern Alberta

1261 - 2 Avenue A, North
Lethbridge, Alberta

PH: 328 - 2048

Mr. John Henderson - Executive Director

Lethbridge Association for the Mentally Retarded

1818 - 5th Avenue, S.
Lethbridge, Alberta
T1J 0W6

Mr. Malcolm Jeffreys - Executive Director

Rehabilitation Society of Southwestern Alberta

1261 - 2 Avenue A. North
Lethbridge, Alberta
T1H 0G1

Mr. Tom Chapman - President

Foothills Association for Retarded Children

Box 56
Blairmore, Alberta

VOCATIONAL REHABILITATION AGENCIES

Serving the Mentally Retarded

Medicine Hat Region

Medicine Hat Rehabilitation Society

553 - 1st Street, S.E.
Medicine Hat, Alberta
T1A 0A9

PH: 526 - 5742

Mr. Ed Hinger

Kinsmen Training Centre

974 - 13 Street, S.W.
Medicine Hat, Alberta

PH: 527 - 7574

Tom Watchman
Workshop Manager

Medicine Hat Rehabilitation Society

553 - 1st Street, S.E.
Medicine Hat, Alberta
T1A 0A9

Mrs. Nancy Sissons - President

Medicine Hat & District Assocation for Retarded Children

Box 411
Medicine Hat, Alberta
T1A 7G2

Mr. Neil Russel - President

Mr. Roland Letourneau - Executive Director

VOCATIONAL REHABILITATION AGENCIES

Serving the Mentally Retarded

Red Deer Region

Cosmos Enterprises

Box 162
Mynarski Park, Alberta
TOM 1NO

PH: 886 - 4240

John Runge
Managing Director

Alberta School Hospital/Deerhome

Box 698
Red Deer, Alberta

Alberta Hospital - Ponoka

Box 1000
Ponoka, Alberta

Mr. G. Ranganathan, Director
of Rehabilitation

Alberta Hospital - Ponoka

Box 1000
Ponoka, Alberta

Dr. Roger Bland, Director

FACULTY OF EDUCATION
DEPARTMENT OF INDUSTRIAL AND
VOCATIONAL EDUCATION
TELEPHONE (403) 432-3678

THE UNIVERSITY OF ALBERTA
EDMONTON, ALBERTA, CANADA
T6G 0Y1

I am presently attending the University of Alberta to complete a Master of Education degree. One of the requirements for the conferring of the degree is the completion of a thesis. The topic I have chosen for my thesis is, "A Descriptive Analysis of Vocational Habilitation Programs for the Mentally Retarded in Alberta." A major purpose of the study is to describe the vocational habilitation programs offered by agencies which meet the following criteria:

1. The agency must provide vocational habilitation services which include one or more of the following;
    a) vocational skills training
    b) work adjustment training (work habits, attitudes, etc.)
    c) on-the-job training
    d) job placement
    e) follow-up after placement
    f) sheltered employment
2. The agency must operate in the Province of Alberta.
3. The agency must serve, or have admission requirements or policies which permit it to serve trainable mentally retarded persons who are sixteen years of age or older. The agency may serve persons other than the mentally retarded.

The methodology of data collection will be an on-site visit by the researcher to each agency that meets the above criteria. If your agency meets the criteria listed above I would be most grateful if you would offer your cooperation by granting me permission to visit your facility to observe the program in operation, and to discuss the program objectives and design with you or other key staff you may designate.

I would be most grateful if you would complete the enclosed form and return it to me as soon as possible.

Thank you for your assistance. When the study is complete, a copy of the abstract will be forwarded to you.

Yours truly,

G. Barton Heggie
Graduate Student

1. Agency:

   Address:

   Telephone:

   Director:

   (Please make any necessary corrections to the above information.)

2. Which of the criteria in the preceeding letter does the agency meet?

   All ——— 1 ——— 2 ——— 3 ———

3. Cooperation is assured, and permission granted to the researcher to observe your program and discuss its goals and design.

   Yes ——— No ———

4. The proposed time for the on-site visits is weekdays between Sept. 16 and Oct. 18, 1974. The interview regarding goals and design of the program is expected to take from one to two hours, if allowed to proceed without major interruptions. It is preferred that the observation of the program be conducted at a time when its daily operation is as normative as possible. Would you please indicate any days during the proposed time for on-site visits which would not be suitable for the observation and interview?

   ______________________ ______________________

____

Signature

FACULTY OF EDUCATION
DEPARTMENT OF INDUSTRIAL AND
VOCATIONAL EDUCATION
TELEPHONE (403) 432-3678

QUAECUMQUE VERA

THE UNIVERSITY OF ALBERTA
EDMONTON, ALBERTA, CANADA
T6G 0Y1

Oct. 24, 1974

Dear

Re: Study for Master of Education thesis entitled, "A Descriptive Analysis of Vocational Habilitation Programs for the Mentally Retarded in Alberta," being conducted by Mr. G. Barton Heggie.

On September 10, 1974, I wrote to you relative to the study noted above requesting permission to visit
to observe the program in operation and to discuss the program objectives and design. Thank you for granting permission for me to visit
and include it in my study.

In the next few days I will contact you by telephone to make an appointment for my visit. I have listed below some information which may be helpful to you in a) selecting a suitable time for the visit, and b) identifying suitable respondants for the interview.

1. The interview regarding goals and design of the program is expected to take from one to two hours if allowed to proceed without major interruptions.
2. If permission is granted, the interview will be recorded on magnetic tape. This will permit the interview to be conducted more quickly by eliminating the need to make written notes.
3. The respondant for the interview should be a person or persons who can speak authoritatively and knowledgably about the agency's programs, problems, and plans. The respondant(s) may be yourself or any other suitable staff you may designate.
4. The interview will cover the following content:
   a) general information — address etc., staffing, operating schedule, funding, facilities, transportation for trainees, goals and objectives, population served, and referral procedure.
   b) training services provided — such as, pre-vocational training, vocational exploration, vocational evaluation, work adjustment training, personal adjustment training, skills training, job placement, retraining, and counselling.
   c) employment services provided — employment (sheltered or non-sheltered), and job stabilization (follow-up).
   d) any other services provided by the agency (brief description only).
   e) problems and plans.
5. It is preferred that the observation be conducted at a time when the operation of the program is as normative as possible; ie., an ordinary operating day.

May I thank you again for your cooperation. I am looking forward to visiting you in the near future.

Yours truly,

G. Barton Heggie
Graduate Student

Alberta
HEALTH AND
SOCIAL DEVELOPMENT

403/429-5411, Accounting 429-6051
T.W.X. 610-831-2132
Administration Building
109th Street and 98th Avenue
Edmonton, Alberta, Canada
T5K 0C8

December 12, 1974

I would like to take this opportunity to thank you for my recent visit to your facility and the discussion of the vocational rehabilitation program you operate.

The time I spent with you was very enjoyable, and the discussion most informative. The answers you provided form an important part of the total study which I am conducting.

The data provided is now being summarized and will be completed in the next few weeks. Plans are being made to make the summaries of this study available to the vocational agencies who participated in the study.

I am looking forward to continued association with you in providing services for the handicapped.

Yours truly,

Barton Heggie
Special Project Research Assistant
Research and Planning

BH/few

SCHEDULE OF ON-SITE VISITS TO VOCATIONAL REHABILITATION AGENCIES

Agency	Date of Visit
Advance Industries	November 6, 1974
Alberta Hospital Ponoka	November 27, 1974
Arch Enterprises	November 26, 1974
Alberta School Hospital/Deerhome	November 18, 1974
Bow Centre	November 7, 1974
CNIB (Edmonton)	October 28, 1974
Cosmos Enterprises	November 5, 1974
Dove Centre	November 21, 1974
Edmonton Rehabilitation Society	November 22, 1974
Horizons Unlimited	November 4, 1974
Kinsmen Training Centre	November 14, 1974
Lloydminster & District Sheltered Workshop and Training Centre	November 20, 1974
Medicine Hat Rehabiliation Society	November 14, 1974
Mountain View Vocational Training Centre	November 12, 1974
Rehabilitation Society of Calgary for the Handicapped	November 6, 1974
Rehabilitation Society of Southwestern Alberta	November 13, 1974
Sheltered Workshop Society	December 4, 1974
Sunrise Ranch	November 13, 1974
Swan Industries	November 28, 1974
Vegreville Sheltered Workshop	November 19, 1974
Vocational Rehabilitation and Research Institute	November 7, 1974
Western Industrial Research and Training Centre	November 1, 1974

APPENDIX B

DESCRIPTIONS OF THE VOCATIONAL REHABILITATION PROGRAMS OFFERED BY EACH AGENCY OF THE RESEARCH POPULATION

General Description of Program Offered by

Advance Industries

Information Recieved Nov. 6, 1974

Item No.	Item	Description
10.0	**General Information**	
10.1	Agency	Advance Industries
10.2	Address	77 St. & Bowness Road N.W., Calgary
	Region	Calgary
10.3	Director	Nelson Long
	Title	Workshop Manager
10.4	Governing Body	Calgary Association for the Mentally Retarded
11.0	**Staff**	
11.1	Total Staff	9
11.2	Vocational Program Staff	8
11.3	Staff Qualifications	program director has university training foremen have technical and industrial experience
12.0	**Operating Schedule**	
12.1	Staff hours per day	7½ (8:30-4:00)
	Trainee hours per day	7 (9:00-4:00)
12.2	Days per week	5
12.3	Operating months per year	11½
12.4	Staff holidays per year	Closes for 3 weeks in summer;
	Trainee holidays per year	
13.0	**Funding**	
13.2	Percent from govt. grants	40%
	Percent from product sales	40%
	Percent from donations	20% Calgary AMR (flowers of hope).
	Percent from other sources	
14.0	**Facilities**	
14.11	Description of building	commercial, light industrial
14.12	Ownership of building	leased
14.2	Environmental setting	commercial
14.3	Type of furnishings	light industrial
14.4	Other major resources	van
15.0	**Transportation to Work**	
15.1	Percent of trainees who use:	
	public transit	100%
	private transport by self	-
	private transport by parent	-
	special bus or other vehicle	-
30.0	**Population Served**	
31.0	**Selection of population**	
31.1	Number of trainees enrolled	60
32.3	Size of waiting list	5
32.4	No. of vacant spaces	5
31.2	Population characteristics	
	age range	16-65
	types of disabilities	70% mentally retarded; 30% emotionally handicapped
31.3	Conditions of admission	Need
31.41	Means of setting admission requirements	By the Workshop Committee of CAMR Board
31.44	Composition of admissions committee	Program director and instructors
31.51	Geographic area served	Calgary and outlying area; co-terminus with Calgary region of Services for the Handi-capped.
31.52	Home address of most trainees	Calgary
31.53	No. served from other areas	Number not specified. Will serve trainees living in Calgary
32.0	**Recruitment:Case Finding**	
32.1	Referral sources	Parents, interagency council (Calgary), special school, hospitals
32.2	Effort to recruit trainees	Mostly through interagency council.

Summary of Training and Employment Services Provided by

Advance Industries

		Question Number												
		.1 Service is stated in program objectives		.2 Program approach formal incidental none			.3 Provided to all trainees		.4 Major obstacles to service delivery	.6 Consider service to be important		.7 Plans to provide service	.8 Previously provided but service terminated	.91 Service available at other local source
	Vocational Service	Yes	No	F	I	N	Yes	No		Yes	No			
41.	Pre-vocational Training		X			X		X		X		No	No	Yes
42.	Vocational Exploration	X		X			X		Trainee flexibility Production Pressures					
43.	Vocational Evaluation	X		X			X		None specified					
44.	Work Adjustment Training	X			X		X		None specified					
45.	Personal Adjustment Training	X			X		X		None specified					
46.	Vocational skills Training	X			X		X		None specified					
47.	Job placement	X			X		X		None specified					
48.	Retraining	X			X		X		None specified					
49.	Vocational counselling	X			X		X		None specified					
51.	Employment	X		X			X		Insufficient funds					
52.	Job stabilization		X			X		X		X		No	No	Yes
	Totals	9	2	3	6	2	9	2	___	2		-		

Program Objectives and Program Descriptions of

Advance Industries

20.1 Major goals and objectives. An extended employment setting dealing in training and basic work skills for the physically, mentally or emotionally handicapped. The emphasis is on sheltered employment, work adjustment and personal adjustment.

Program Description

41.50 Pre-vocational training. Occurs at VRRI and Bow Centre

42.50 Vocational exploration. Trainees learn the nature of jobs within the workshop. Exploration is limited to jobs in the workshop.

43.50 Vocational Evaluation. Trainees are assessed on intake using a "social academic test". Further assessment on a "progress assessment report" developed by the CAMR, occurs after 2 weeks in program, after 8 weeks in program, and periodically thereafter. The assessment includes factors of work adjustment, personal adjustment and vocational skills. Evaluations are conducted by means of non-standardized tests, and situational assessment.

44.50 Work adjustment. Training in acceptable work habits and work personality is conducted as an incidental supplement to sheltered employment.

45.50 Personal adjustment. The development of social skills which influence success at work are emphasized by informal discussion with individuals or small groups of trainees. Direct feed back to trainees regarding appropriate and inappropriate behaviors is very effective, without the use of external reinforcers, tokens, etc. If there are problems with inappropriate behavior it is usually a result of trainees not knowing what is expected, or is behavior caused by a problem not related to the work situation. Efforts are made to identify the problem and solve it rather than simply attempting to reduce the undesirable behavior by social manipulation.

46.50 Vocational skills training. The teaching of technical skills using an on-the-job approach is limited to tasks contained in the work performed in the workshop. Production work includes industrial sewing, wood work, sheet and wrought metal, reupholstery, silk screening and various assemblies arranged in assembly line fashion. Workers use machines (saws, drills, punch presses, shears, sanders, etc.) , well designed jigs, hand tools, and power tools (electric and pneumatic).

47.50 Job placement. Efforts of job placement are limited to careful review of abilities, aptitudes and job requirements and then placement of workers in jobs within the workshops.

48.50 Retraining. Retraining consists of recycling persons through existing programs. Transfers between rehabilitation agencies are handled through the inter-agency council. Trainees are referred to the agency in the council which can best fill the needs of the trainee. Retraining occurs most in the area of work adjustment.

49.50 Vocational counselling. Assessment staff and foremen provide guidance in simple matters.

51.50 Employment program. The objective is to provide a sheltered employment setting for those who need it. Pay is used as work incentive and ranges from $0.10 to $0.60 per hour. The agency would like to be able to pay up to the minumum wage level. Pay levels are presently limited by insufficient income, and wage levels limited by social assistance procedures.

52.50 Job stabilization. No program.

61.0 Other vocational services. None.

62.0 Support services. Some recreation and social activities are provided.

70.0 Problems

a) Insufficient funds to operate effective work and personal adjustment programs.

b) Expend a lot of effort in public education describing what they are doing.

80.0 Plans

Plans are underway to re-locate the metal working to another location with a less sheltered work environment.

General Description of Program Offered by

Alberta Hospital Ponoka

Information Recieved Nov. 6, 1974

Item No.	Item	Description
10.0	General Information	
10.1	Agency	Alberta Hospital Ponoka
10.2	Address	Box 1000, Ponoka
	Region	
10.3	Director	G. Ranganathan
	Title	Director of Rehabilitation
10.4	Governing Body	Government of Alberta
11.0	Staff	
11.1	Total Staff	35
11.2	Vocational Program Staff	15
11.3	Staff Qualifications	Training in psychiatric nursing and occupational therapy (O.T.)
12.0	Operating Schedule	
12.1	Staff hours per day	(8:30-3:45)
	Trainee hours per day	1 to 7
12.2	Days per week	5 Monday to Friday
12.3	Operating months per year	12
12.4	Staff holidays per year	rotated
	Trainee holidays per year	not specified
13.0	Funding	
13.2	Percent from govt. grants	Staff are government employees
	Percent from product sales	Sales revenue pays for supplies and some worker pay
	Percent from donations	Additional patient remuneration fund of $15,000 per year.
	Percent from other sources	
14.0	Facilities	
14.11	Description of building	Hospital: Institution
14.12	Ownership of building	Government of Alberta
14.2	Environmental setting	Rural adjacent to Town of Ponoka.
14.3	Type of furnishings	laundry, arts and crafts in O.T.; snack bar, workshop.
14.4	Other major resources	Extensive hospital resources.
15.0	Transportation to Work	
15.1	Percent of trainees who use:	
	public transit	
	private transport by self	100% Patients reside at hospital. No transport required.
	private transport by parent	
	special bus or other vehicle	
30.0	Population Served	
31.0	Selection of population	
31.1	Number of trainees enrolled	162 in vocational programs
32.3	Size of waiting list	0
32.4	No. of vacant spaces	0
31.2	Population characteristics	
	age range	14-no upper age limit
	types of disabilities	psychiatric; behavior problems, brain damaged psyco-geriatric cases.
31.3	Conditions of admission	Referral from wards; worker must fill out job application.
31.41	Means of setting admission requirements	Hospital staff
31.44	Composition of admissions committee	Hospital staff
31.51	Geographic area served	South central Alberta
31.52	Home address of most trainees	South central Alberta
31.53	No. served from other areas	Varies
32.0	Recruitment:Case Finding	
32.1	Referral sources	Admission units and rehabilitation wards
32.2	Effort to recruit trainees	N.A.

Summary of Training and Employment Services Provided by

Alberta Hospital Ponoka

	Question Number												
Vocational Service	.1 Service is stated in program objectives		.2 Program approach formal incidental none			.3 Provided to all trainees		.4 Major obstacles to service delivery	.6 Consider service to be important		.7 Plans to provide service	.8 Previously provided but service terminated	.91 Service available at other local source
	Yes	No	F	I	N	Yes	No		Yes	No			
41. Pre-vocational Training	X		X			X		Insufficient qual. staff					
42. Vocational Exploration	X			X		X		None specified					
43. Vocational Evaluation	X		X			X		None specified					
44. Work Adjustment Training	X		X			X		None specified					
45. Personal Adjustment Training	X			X		X		Inadequate program design Inadequate delivery techniques; insuff. time					
46. Vocational skills Training	X			X		X		Conflict with other programs					
47. Job placement	X		X				X	Insuff. time; Conflict with other programs; Lack suit. job openings					No
48. Retraining	X			X		X		None specified					
49. Vocational counselling	X		X	X		X		None specified					
51. Employment	X		X				X	Insufficient funds Insufficient jobs					Yes
52. Job stabilization	X		X				X	Insufficient staff					No
Totals	11	0	7	5	0	8	3						

Program Objectives and Program Descriptions of

Alberta Hospital Ponoka

Occupational Therapy and Vocational Rehabilitation Units

20.1 Major goals and objectives.

1. To provide remuneration to patients who are engaged in hospital and community services where there is no other existing pay scale.
2. Where the patient is recognized as having rehabilitation potential, the goal is to provide work adjustment and vocational skills training which will assist him to obtain employment upon discharge.
3. To keep long term patients at their optimum functioning level.
4. To rehabilitate patients to the point of their being able to adjust to community life after discharge. If this is not possible, then to make their stay in hospital more pleasant and productive.
5. To produce good mental health by improving patients self care, socialization skills, work habits, knowledge of community resources, self reliance, and security.

Program Descriptions

41.50 Pre-vocational training. Occurs in various wards and O.T. areas. Includes: developing an awareness that patients will progress to vocational training programs and possibly employment; personal, hygiene, and basic life skills.

42.50 Vocational exploration. Patients have opportunity to view, sample and apply for jobs within the hospital which are part of the vocational rehabilitation program. Some exploration of employment in the community occurs through daytime placements in community employment.

43.50 Vocational evaluation. Patients are evaluated monthly using non-standardized "Work Personality Assessment" developed at the hospital. The evaluation includes factors of work adjustment, personal adjustment and vocational skills and aptitudes. Techniques of evaluation include clinical, situational, and job tryout techniques by work supervisors and the patient himself.

44.50 Work adjustment training. Extensive behavior modification programs are conducted by the treatment team. Evaluation reports are reviewed with the patients. Staff who are non-pychiatric personnel are used as work models in vocational settings to expose patients to "non-medical" personnel. A "pay differential" scale is used as a motivator.

45.50 Personal adjustment training. The program staff includes two home economists who train patients in cooking, laundry, shopping, family relations, and budgeting skills.

46.50 Vocational skills training. The vocational skills program includes extensive work in ceramics, wood work, the manufacture of rubber foot mats made from old tires, and on-the-job training in actual jobs in the hospital laundry, the grounds, and stores and grounds work in the community. Work experience opportunities in the hospital are used in the laundry, grounds, stores, janitorial, dietary, servery, beauty parlor and snack bar. Tasks include operation of machines, tools, manual tasks, inter-personal skills (snack bar and beauty parlor), and production line inspections. In spite of extensive work activities in these areas, vocational skills training is secondary to effective work and personal adjustment. The O.T. program includes arts and crafts.

47.50 Job placement. Placements to work areas at the hospital are done by staff of the patient employment office. Patients complete a job application form, the application is reviewed by the treatment team, a job interview is conducted where conditions related to the job are explained, and a decision on placement is made. A similar process is used for daytime placements on community jobs. At the time of discharge of patients, the services of Canada Manpower are used to assist in placement of the discharged patients in community jobs or training programs.

48.50 Retraining. Patients who are not able to adjust sufficiently to demands of community living may be readmitted to the hospital and recycled in work and personal adjustment programs.

49.50 Vocational counselling. Counselling by formal and informal methods occurs frequently as an integral part of work adjustment and personal adjustment programs.

51.50 Employment. Competitive employment is available at approximately minimum wage to some patients working in community jobs or farms during daytime, and patients return to the hospital at night. Sheltered employment is available to long term patients at sheltered employment rates ($0.05 to $0.40 per hour). Day work activity is available in O.T. units for geriatric and low functioning patients.

52.50 Job stabilization. Post-discharge follow-up is done by the community nursing department. Non-discharged patients working in community jobs receive follow-up services from the social services department. Duration of follow-up varies according to individual needs.

61.0 Other vocational services. None.

62.0 Support services. Other services include psychiatric treatment, residential services, recreational and social activities, training in daily living skills and home management.

62.2 Volunteers. Some are used in programs to supplement paid staff. These volunteers receive an orientation similar to that received by new staff.

70.0 Problems
Higher functioning persons are discharged, leaving lower functioning persons as long term patients. Staff moral is low due to poor wages. Greatest need for improvement is a need to shift the rehabilitation workshop into the community so the day program can provide a transitionary step to de-institutionalization for patients.

80.0 Plans None specified.

General Description of Program Offered by

Arch Enterprises

Information Recieved Nov.26, 1974

Item No.	Item	Description
10.0	General Information	
10.1	Agency	Arch Enterprises
10.2	Address	7953 Argyll Road, Edmonton
	Region	Edmonton
10.3	Director	Henry Young
	Title	Workshop Supervisor
10.4	Governing Body	Board of Directors
11.0	Staff	
11.1	Total Staff	7
11.2	Vocational Program Staff	7
11.3	Staff Qualifications	Director has industrial experience. Most staff are "volunteer" members of the "L'Arche Movement" who receive board, room, and an allowance for their services. Staff receive a pre-service orientation.
12.0	Operating Schedule	
12.1	Staff hours per day	7 (8:30-3:30)
	Trainee hours per day	7 (8:30-3:30)
12.2	Days per week	5 Monday to Friday
12.3	Operating months per year	12
12.4	Staff holidays per year	2 weeks; rotated to maintain continuous operation.
	Trainee holidays per year	2 weeks; rotated
13.0	Funding	
13.2	Percent from govt. grants	Not specified
	Percent from product sales	25%
	Percent from donations	not specified
	Percent from other sources	
14.0	Facilities	
14.11	Description of building	light industrial
14.12	Ownership of building	leased
14.2	Environmental setting	light industrial
14.3	Type of furnishings	light industrial
14.4	Other major resources	2 buses; 1 van.
15.0	Transportation to Work	
15.1	Percent of trainees who use:	
	public transit	
	private transport by self	5%
	private transport by parent	
	special bus or other vehicle	95%
30.0	Population Served	
31.0	Selection of population	
31.1	Number of trainees enrolled	26
32.3	Size of waiting list	0
32.4	No. of vacant spaces	0
31.2	Population characteristics	
	age range	18-no upper limit
	types of disabilities	any developmental handicap-mostly mentally retarded
31.3	Conditions of admission	Fee for transportation.
31.41	Means of setting admission requirements	-
31.44	Composition of admissions committee	Administrative staff.
31.51	Geographic area served	Edmonton and area
31.52	Home address of most trainees	Edmonton
31.53	No. served from other areas	1
32.0	Recruitment:Case Finding	
32.1	Referral sources	parents, vocational rehab. agencies, social workers.
32.2	Effort to recruit trainees	-

Summary of Training and Employment Services Provided by

Arch Enterprises

		Question Number												
		.1 Service is stated in program objectives		.2 Program approach formal incidental none			.3 Provided to all trainees		.4 Major obstacles to service delivery	.6 Consider service to be important		.7 Plans to provide service	.8 Previously provided but service terminated	.91 Service available at other local source
	Vocational Service	Yes	No	F	I	N	Yes	No		Yes	No			
41.	Pre-vocational Training	X			X		X		Insufficient qualified staff					
42.	Vocational Exploration	X			X		X		None specified					
43.	Vocational Evaluation	X			X		X		None specified					
44.	Work Adjustment Training	X			X		X		None specified					
45.	Personal Adjustment Training	X			X			X	Insufficient qualified staff					Yes
46.	Vocational skills Training	X			X		X		None specified					
47.	Job placement	X			X			X	Insufficient qualified staff					Yes
48.	Retraining	X			X			X	Not encountered to date					Yes
49.	Vocational counselling	X		X			X		None specified					
51.	Employment	X		X			X		None specified					
52.	Job stabilization	X		X			X		None specified					
	Totals	11		3	8		8	3						

Program Objectives and Program Descriptions of

Arch Enterprises

20.1 Major goals and objectives. To train people to be able to be fully or partly self supporting; to train for placement or sheltered employment.

Program Descriptions

41.50 Pre-vocational training. General effort at introductory work adjustment to establish a "work pattern".

42.50 Vocational exploration. Trainees explore the jobs within the facility by occasional movement from one job to another. Trainees have some input into selecting the work area they are assigned to.

43.50 Vocational evaluation. Assessments occur by observation of work behavior, habits, and skills. Assessments are not recorded or structured.

44.50 Work adjustment. Attempts to establish a desirable "work pattern" for each trainee is based informally on observations, and is encouraged by incentive pay. A file is maintained for each trainee.

45.50 Personal adjustment training. Some personal adjustment training occurs using group discussions at break times.

46.50 Vocational skills training. Skills training is limited to work conducted by the agency, and includes grounds keeping (off-site contracts), industrial sewing, wood work (wooden stakes, repairs of soft drink cases), manufacture of plastic flowers for car decorations, and mosaic tile work.

47.50 Job placement. Occasional, informal placement effort.

48.50 Retraining. Would provide this service, but has not yet done so.

49.50 Vocational counselling. Occurs from time to time as supervisory staff interact with trainees.

51.50 Employment. Sheltered employment is provided those who need it. Pay is $2.00 per week. Two trainees progressed to competitive employment in mobile home manufacture.
Staff serve as model workers.

52.50 Job stabilisation. Follow-up of those who have progressed to competitive employment consists of monthly visits with the worker and his foreman, supplemented by occasional phone calls.

61.0 Other vocational services. None.

62.0 Support services. None.

70.0 Problems

Need funds for equipment. Need qualified staff for work adjustment training. Recommend 3 levels of funding matched to ability levels of trainees.

80.0 Plans

Plans include increase in the number of persons served, and an increase in the use of outside maintenance jobs by work crews.

General Description of Program Offered by

ASH/Deerhome

Information Recieved Nov.18, 1974

Item No.	Item	Description
10.0	General Information	
10.1	Agency	Alberta School Hospital/Deerhome
10.2	Address	Box 698 Red Deer
	Region	Red Deer
10.3	Director	Dr. David Paley
	Title	Director of Rehabilitation
10.4	Governing Body	Government of Alberta-Division of Services for the Handicapped
11.0	Staff	
11.1	Total Staff	92
11.2	Vocational Program Staff	Pre-vocational 43; O.T., ASH 22; Deerhome 27.
11.3	Staff Qualifications	Range of: University training at doctoral, master, and bachelor level; occupational therapists, psychiatric nurses, tradesmen, and people with work experience.
12.0	Operating Schedule	
12.1	Staff hours per day	7½ (8:00-4:30)
	Trainee hours per day	Varies from 1 to 6 hours per day.
12.2	Days per week	5 Monday to Friday
12.3	Operating months per year	12
12.4	Staff holidays per year	rotated
	Trainee holidays per year	rotated
13.0	Funding	
13.2	Percent from govt. grants	80%
	Percent from product sales	20%
	Percent from donations	-
	Percent from other sources	-
14.0	Facilities	
14.11	Description of building	institutional with educational and light industrial areas.
14.12	Ownership of building	owned
14.2	Environmental setting	institutional
14.3	Type of furnishings	educational; light industrial
14.4	Other major resources	separate farm.
15.0	Transportation to Work	
15.1	Percent of trainees who use:	
	public transit	
	private transport by self	100% most reside at Deerhome within walking distance.
	private transport by parent	
	special bus or other vehicle	
30.0	Population Served	
31.0	Selection of population	
31.1	Number of trainees enrolled	615
32.3	Size of waiting list	100
32.4	No. of vacant spaces	0
31.2	Population characteristics	
	age range	16 to 59 years
	types of disabilities	any functional handicap, primarily moderately and severely mentally retarded
31.3	Conditions of admission	Assessment to determine admissability. Must be referred by regional co-ordinator of Services for the Handicapped.
31.41	Means of setting admission requirements	Until 1973, community resources were rarely available.
31.44	Composition of admissions committee	Institutional personnel from various program areas.
31.51	Geographic area served	Currently all of Alberta. Plan is to restrict it to the Central (Red Deer) region.
31.52	Home address of most trainees	All of Alberta; many from Edmonton.
31.53	No. served from other areas	150. Some from out of province.
32.0	Recruitment:Case Finding	
32.1	Referral sources	Regional coordinators-Services for the Handicapped.
32.2	Effort to recruit trainees	None sought but many referred.

Summary of Training and Employment Services Provided by

ASH/Deerhome

Vocational Service	Question Number .1 Service is stated in program objectives		.2 Program approach formal incidental none			.3 Provided to all trainees		.4 Major obstacles to service delivery	.6 Consider service to be important		.7 Plans to provide service	.8 Previously provided but service terminated	.91 Service available at other local source
	Yes	No	F	I	N	Yes	No		Yes	No			
41. Pre-vocational Training	X		X	X		X		Insufficient qualified staff					
42. Vocational Exploration	X			X		X		None specified					
43. Vocational Evaluation	X		X	X		X		None specified					
44. Work Adjustment Training	X		X	X		X		Insuff. qual. staff Inadequate Prog. Design Insuff. space					
45. Personal Adjustment Training	X		X	X		X		Attitudes of staff Transportation to community programs					
46. Vocational skills Training	X		X	X			X	None specified					Yes
47. Job placement	X		X			X		None specified					
48. Retraining	X			X		X		None specified					
49. Vocational counselling	X		X	X		X		None specified					
51. Employment	X			X			X	None specified					Yes
52. Job stabilization	X		X				X	None specified					No
Totals	11		8	9	0								

Program Objectives and Program Descriptions of

ASH/Deerhome

20.1 Major goals and objectives. Training for independent and sheltered employment, with integrated community living.

Program Descriptions

41.50 Pre-vocational training. Pre-vocational programs are provided formally to 1500 trainees, the balance are programmed informally. This includes a general education program at ASH, general behavior development, and use of the Vineland Social Maturity Scale. Intensity of this program varies with individual needs.

42.50 Vocational exploration. Is limited to movement within, and exposure to types of jobs within the institution. Exposure to real jobs occurs within the farm work, laundry, food services, nursery, and city crews.

43.50 Vocational evaluation. Continuous formal and informal evaluation of trainees occurs using clinical, work sample, situational assessment and job tryout techniques to assess factors of work adjustment, personal adjustment and vocational skills. The battery of testing instruments include Beta and Schlassen measures of I.Q., the Wide Range Achievement Test(educational), the Gordon Picture Interest Inventory, an O'Connor & Perdue test of psycho-motor abilities, Bender draw a house test, Adaptive Functioning Index, Progressive Assessment Chart, and the Gatby test of psycho-motor abilities.

44.50 Work adjustment training. Programs containing many elements of work adjustment are conducted using behavior modification, precision teaching, task analysis and incentive schemes.

45.50 Personal adjustment training. Formal training in personal adjustment is being given to 400 trainees in community oriented, structured programs to prepare them for community living. The balance of trainees receive personal adjustment training through informal programs, mostly in residential locations. Some personal adjustment training is available in programs at ASH.

46.50 Vocational skills training. Trainees receive skill training in both off-site and on-site programs in the following work areas: domestic skills, motel aides, janitorial, food services, metal working, farm work, gardening services, horticultural nursery, and at bottling plants. Skills taught range from simple repetitive manual tasks to those requiring use of machines and use of judgement and decision making. There are employment opportunities in some areas of skills training (farm work, gardening, motels).

47.50 Job Placement. Formal job placement efforts by 4 placement officers seek appropriate placement opportunities inside and outside the institution by seeking jobs which can be matched to trainees' abilities. Three social workers supplement efforts of the placement personnel. The services of Canada Manpower are sought to help place trainees after discharge.

48.50 Retraining. Retraining, where required is achieved by recycling trainees through existing programs to strengthen inadequate skills.

49.50 Vocational counselling. Approximately 300 trainees receive vocational counselling from placement personnel, psychologists, and on-the-floor staff in formal and informal sessions as required.

51.50 Employment. While the major program objective is developmental programming rather than employment, day work activity is provided. Six hundred trainees receive training allowances in the institution; eighty-two receive training allowances or wages in the community, and fifty-three receive training allowances or wages at Cosmos Enterprises.

52.50 Job stabilization. Follow-up after placement is provided by placement workers and social workers until the trainee is discharged.

61.0 Other Vocational services. None.

62.0 Support services. Deerhome provides professional medical and dental services, residential, custodial, and social and recreational activities. Some volunteer assistance is used in recreation and school programs.

70.0 Problems

The major problems reported were: difficulty in separating vocational services from other service areas; governmental inertia; organizational momentum (in changing attitudes and programs to become developmentally oriented); and determining the needs, and programming for each individual trainee.

70.2 Need. The greatest need the institution has to improve the vocational program was to find ways to make the vocational program functionally separate from the other institutional programs.

80.0 Plans

Major plans include: making the institution a regional rather than a provincial resource; returning trainees, as much as possible to their regions of origin, depending upon the availability of locally available, and suitable community based programs.

General Description of Program Offered by

Bow Centre

Information Recieved Nov. 7, 1974

Item No.	Item	Description
10.0	General Information	
10.1	Agency	Bow Centre
10.2	Address	2003 46 St. N.W., Calgary
	Region	Calgary
10.3	Director	Patricia Davidge
	Title	Supervisor
10.4	Governing Body	Calgary Association for the Mentally Retarded
11.0	Staff	
11.1	Total Staff	6
11.2	Vocational Program Staff	6
11.3	Staff Qualifications	Ranges through university graduate, college graduates in social work, rehabilitation supervisors course at VRRI, and general experience.
12.0	Operating Schedule	
12.1	Staff hours per day	7 (8:30-3:30)
	Trainee hours per day	6 (9:30-3:30)
12.2	Days per week	5 Monday to Friday
12.3	Operating months per year	12
12.4	Staff holidays per year	2 weeks in summer; centre closes
	Trainee holidays per year	as above
13.0	Funding	
13.2	Percent from govt. grants	
	Percent from product sales	
	Percent from donations	CAMR 100% at cost of $7,000 per month.
	Percent from other sources	
14.0	Facilities	
14.11	Description of building	school
14.12	Ownership of building	leased
14.2	Environmental setting	residential area.
14.3	Type of furnishings	educational and residential
14.4	Other major resources	-
15.0	Transportation to Work	
15.1	Percent of trainees who use:	
	public transit	5%
	private transport by self	
	private transport by parent	
	special bus or other vehicle	95%
30.0	Population Served	
31.0	Selection of population	
31.1	Number of trainees enrolled	37
32.3	Size of waiting list	7
32.4	No. of vacant spaces	0
31.2	Population characteristics	
	age range	16 & older
	types of disabilities	ment. retarded 89%, cerepral palsey 22%, mult. handicapped 46%
31.3	Conditions of admission	Assessment, indicating the need for such a program.
31.41	Means of setting admission requirements	Set by CAMR
31.44	Composition of admissions committee	-
31.51	Geographic area served	Calgary region of Services for the Handicapped, and others if they can reside in Calgary.
31.52	Home address of most trainees	Calgary
31.53	No. served from other areas	0
32.0	Recruitment:Case Finding	
32.1	Referral sources	Interagency council
32.2	Effort to recruit trainees	None

Summary of Training and Employment Services Provided by

Bow Centre

	Question Number												
Vocational Service	.1 Service is stated in program objectives		.2 Program approach formal incidental none			.3 Provided to all trainees		.4 Major obstacles to service delivery	.6 Consider service to be important		.7 Plans to provide service	.8 Previously provided but service terminated	.91 Service available at other local source
	Yes	No	F	I	N	Yes	No		Yes	No			
41. Pre-vocational Training	X		X			X		Insufficient qualified staff					
42. Vocational Exploration		X			X		X		X		No	No	Yes
43. Vocational Evaluation	X		X			X		Inadequate assessment					
44. Work Adjustment Training	X		X			X							
45. Personal Adjustment Training	X		X			X							
46. Vocational skills Training		X			X		X		X		No	No	Yes
47. Job placement		X			X		X		X		No	No	Yes
48. Retraining	X			X		X							
49. Vocational counselling	X			X		X							
51. Employment		X			X		X		X		No	No	Yes
52. Job stabilization		X			X		X		X		No	No	Yes
Totals	6	5	4	2	5	6	5						

Program Objectives and Program Descriptions of

Bow Centre

20.1 Major goals and objectives. The major objective is to serve those persons not presently being served by any other program in the region, and to serve as an initial community referral centre for those severely handicapped persons returning from the institutions. Its purpose is to serve as an activity centre providing developmental training programs geared to the capability levels of individual trainees. Revenue producing work or contracts are not a key purpose of the project.

Program Descriptions

41.50 Pre-vocational training.
"The project provides a daily program for moderate to severely retarded and/or multiple handicapped adults. The program consists of language, recreation, home management, social education, arts and crafts and initial vocational training. Trainees are provided the opportunity to progress to more advanced vocational training programs in the community or to remain in the Centre for an indefinite period of time."

42.50 Vocational exploration. Trainees tour other local vocational rehabilitation agencies to become aware of the spectrum of available programs and facilities.

43.50 Vocational evaluation. Wherever possible, trainees are first assessed at VRRI. Additional assessment is done at Bow Centre using a number of relevant instruments. Daily observations and frequent review of trainee progress is done. Evaluations include factors of work adjustment, personal adjustment and vocational skills and aptitudes that are relevant to pre-vocational training.

44.50 Work adjustment training. Train in work adjustment behavior at a pre-vocational level.

45.50 Personal adjustment training. Train in personal adjustment skills at a pre-vocational level.

46.50 Vocational skills training. Not provided.

47.50 Job placement. Not provided.

48.50 Retraining. Serve persons returned from other agencies who require additional pre-vocational skills.

49.50 Vocational counselling. Counselling is used to discuss and set expectations of behavior and performance on personal and pre-vocational tasks and behaviors.

51.0 Employment. Trainees are not employed, but engage in tasks and daily activities. Privileges are earned in lieu of pay. Trainees must also apply for positions of responsibility.

52.0 Job stabilization. Not provided.

61.0 Other vocational services. None.

62.0 Support services. Bow Centre will provide services such as physio therapy and speech therapy recommended by other agencies.

62.2 Volunteers. Volunteers are used to supplement staff in program and clerical tasks. Orientations are provided before service commences.

70.0 Problems
Establishing long term commitmant for funding; and lack of accurate means of assessing state of development of trainees.

80.0 Plans
Plans include: increasing portion of program time spent on teaching effective use of liesure time; increasing speech therapy programs.

General Description of Program Offered by

CNIB

Information Recieved Oct. 28, 1974

Item No.	Item	Description
10.0	General Information	
10.1	Agency	Canadian National Institute for the Blind
10.2	Address	12010 Jasper Ave., Edmonton
	Region	Edmonton
10.3	Director	Paul Newman George Thomas
	Title	Director, Social Services Workshop Manager
10.4	Governing Body	CNIB
11.0	Staff	
11.1	Total Staff	Not available
11.2	Vocational Program Staff	3
11.3	Staff Qualifications	specialized training and experience in working with persons with impaired vision.
12.0	Operating Schedule	
12.1	Staff hours per day	8 (8:00-4:30)
	Trainee hours per day	8 (8:00-4:30)
12.2	Days per week	5 Monday to Friday
12.3	Operating months per year	12
12.4	Staff holidays per year	Rotated
	Trainee holidays per year	Rotated
13.0	Funding	
13.2	Percent from govt. grants	Not specified
	Percent from product sales	Not specified
	Percent from donations	Not specified
	Percent from other sources	
14.0	Facilities	
14.11	Description of building	Educational, light industrial, residential
14.12	Ownership of building	Owned
14.2	Environmental setting	Commercial/Residential
14.3	Type of furnishings	light industrial; educational
14.4	Other major resources	
15.0	Transportation to Work	
15.1	Percent of trainees who use:	
	public transit	100
	private transport by self	
	private transport by parent	
	special bus or other vehicle	
30.0	Population Served	
31.0	Selection of population	
31.1	Number of trainees enrolled	8-20 Varies
32.3	Size of waiting list	0
32.4	No. of vacant spaces	0
31.2	Population characteristics	
	age range	16-60
	types of disabilities	Blindness-congenital or loss of sight.
31.3	Conditions of admission	Legally Blind
31.41	Means of setting admission requirements	CNIB
31.44	Composition of admissions committee	Medical & Senior staff.
31.51	Geographic area served	Central and northern Alberta
31.52	Home address of most trainees	Edmonton
31.53	No. served from other areas	-
32.0	Recruitment:Case Finding	
32.1	Referral sources	self, parent, medical personnel.
32.2	Effort to recruit trainees	Public education

Summary of Training and Employment Services Provided by

CNIB

Vocational Service	Question Number .1 Service is stated in program objectives		.2 Program approach formal incidental none			.3 Provided to all trainees		.4 Major obstacles to service delivery	.6 Consider service to be important		.7 Plans to provide service	.8 Previously provided but service terminated	.91 Service available at other local source
	Yes	No	F	I	N	Yes	No		Yes	No			
41. Pre-vocational Training	X		X	X		X		Insufficient qualified staff					
42. Vocational Exploration	X		X			X		-time -patience of trainee					
43. Vocational Evaluation	X		X	X		X		None specified					
44. Work Adjustment Training	X			X		X		establishing real work setting					
45. Personal Adjustment Training	X		X	X		X		None specified					
46. Vocational skills Training	X		X			X		None specified					
47. Job placement	X		X			X		-availability of spaces -relationships/employers					
48. Retraining	X		X	X		X		Insufficient time					
49. Vocational counselling	X		X	X		X		Insufficient qualified staff					
51. Employment	X		X			X		-low pay of trainees					
52. Job stabilization	X		X			X		-early awareness of trainees' needs					
Totals	11		10	6		11							

Program Objectives and Program Descriptions of

CNIB

20.1 Major goals and objectives.
1. To provide training in vocational skills, work adjustment and personal adjustment for the visually impaired.
2. To assist the visually impaired to find employment, learn the job, and maintain satisfactory performance on the job.

Program Descriptions

41.50 Pre-vocational training. Considerable effort and well designed programs have been designed to help blind persons overcome their disability and become prepared to receive vocational training.

42.50 Vocational exploration. Structured programs are used regularly to assist blind persons to become aware of jobs in business industry, and within the CNIB workshop and Cater Plan services.

43.50 Vocational assessments. Clinical testing, work sample, situational assessments, and job tryouts are used for assessment of work adjustment, personal adjustment and work skills, particularly as they relate to the visually impaired. Assessments are performed in workshops, actual job sites, and clinical settings.

44.50 Work adjustment training. Informal training is provided concurrently with vocational skills, and personal adjustment training to ensure the development of appropriate work habits and attitudes.

45.50 Personal adjustment training. Structured programs in mobility and daily living skills as they must be learned by the visually handicapped to adjust well to work situations.

46.50 Vocational skills training. Extensive skills training programs in the use of aids for the blind are offered, as well as specific skills training for jobs. Blind people in Canada have been trained, and are employed in more than 200 types of occupations. Skill training within the CNIB workshop includes a variety of wood working and materials movement skills.

47.50 Job placement. Employment specialists survey industry, business, and government departments, as well as CNIB departments in order that suitable job opportunities may be discovered, matched with workers abilities, and placement arranged.

48.50 Retraining. Is available for persons requiring further work adjustment, personal adjustment, or skills training. Most occurs by recycling persons in existing programs, but some special programs have been arranged.

49.50 Vocational counselling. This service is well structured, and operated by experienced people to assist blind persons to accept and overcome the psychological barrier often experienced, and to learn to use and develop other abilities.

51.50 Employment. While most persons are placed in competitive employment, opportunities for sheltered and competative employment are made available through the workshops, and the Cater Plan service.

52.50 Job stabilization. Following placements, follow-up calls are made more frequently at first, and less frequently thereafter to ensure the employer and employee of the best possible work situation.

61.0 Other vocational services. None.

62.0 Support services. Extensive support services in residential and daily living skills is available to assist the blind to develop skills for nearly all daily living skills.

62.2 Volunteers. Considerable use is made of volunteers, but only part of it applies to the vocational training activities.

70.0 Problems. Inadequate qualified staff.

80.0 Plans. None specified.

General Description of Program Offered by

Cosmos Enterprises

Information Recieved Nov. 5, 1974

Item No.	Item	Description
10.0	**General Information**	
10.1	Agency	Cosmos Enterprises
10.2	Address	Box 162, Mynarski Park
	Region	Red Deer
10.3	Director	John Runge
	Title	Managing Director
10.4	Governing Body	Board of Governors
11.0	**Staff**	
11.1	Total Staff	8
11.2	Vocational Program Staff	8
11.3	Staff Qualifications	Mental deficiency nurse, psychiatric social worker, technicians, general work experience
12.0	**Operating Schedule**	
12.1	Staff hours per day	8 (8:00-5:00)
	Trainee hours per day	7½ (8:00-4:30)
12.2	Days per week	5 Monday to Friday
12.3	Operating months per year	12
12.4	Staff holidays per year	3 weeks rotated
	Trainee holidays per year	3 weeks rotated
13.0	**Funding**	
13.2	Percent from govt. grants	25%
	Percent from product sales	75%
	Percent from donations	-
	Percent from other sources	-
14.0	**Facilities**	
14.11	Description of building	light industrial, 9000 sq. ft. on 2 levels
14.12	Ownership of building	rented from City of Red Deer
14.2	Environmental setting	industrial site at airport.
14.3	Type of furnishings	light industrial
14.4	Other major resources	Bus and van.
15.0	**Transportation to Work**	
15.1	Percent of trainees who use:	
	public transit	-
	private transport by self	-
	private transport by parent	5%
	special bus or other vehicle	95%
30.0	**Population Served**	
31.0	**Selection of population**	
31.1	Number of trainees enrolled	64
32.3	Size of waiting list	0
32.4	No. of vacant spaces	10-15
31.2	Population characteristics	
	age range	16 and up
	types of disabilities	any disability (mental, physical, multiple) that prevents trainees from being competatively employed
31.3	Conditions of admission	have a place to live (Red Deer) and pay $0.40 per day for transportation.
31.41	Means of setting admission requirements	By staff
31.44	Composition of admissions committee	Staff
31.51	Geographic area served	Anywhere in Alberta
31.52	Home address of most trainees	70% live at Deerhome, 12-14 in Red Deer area.
31.53	No. served from other areas	A few from British Columbia who reside at Deerhome.
32.0	**Recruitment:Case Finding**	
32.1	Referral sources	social workers, schools, parents, vocational rehabilitation agencies
32.2	Effort to recruit trainees	None.

Summary of Training and Employment Services Provided by

Cosmos Enterprises

Vocational Service	Question Number												
	.1 Service is stated in program objectives		.2 Program approach formal incidental none			.3 Provided to all trainees		.4 Major obstacles to service delivery	.6 Consider service to be important		.7 Plans to provide service	.8 Previously provided but service terminated	.91 Service available at other local source
	Yes	No	F	I	N	Yes	No		Yes	No			
41. Pre-vocational Training	X		X	X		X		Insufficient qualified staff					
42. Vocational Exploration	X			X		X		-Availability of openings -Production($)pressures					
43. Vocational Evaluation	X			X		X		-insuff. staff time to evaluate effectively					
44. Work Adjustment Training	X			X		X		Insufficient qualified staff					
45. Personal Adjustment Training	X			X		X		None specified					
46. Vocational skills Training	X		X			X		None specified					
47. Job placement	X		X			X		-insuff. qual. staff -min. of outside placements.					
48. Retraining	X			X		X		None specified					
49. Vocational counselling	X			X		X		Insufficient qualified staff					
51. Employment	X		X			X		Too much work to do					
52. Job stabilization	X			X			X	Internal only					No
Totals	11	0	4	8		10	1						

Program Objectives and Program Descriptions of

Cosmos Enterprises

20.1 Major goals and objectives.

1. To provide an employment opportunity for those individuals who are handicapped to the extent that they are unable to compete in the competitive labor market.
2. To provide training to help workers be more capable on the labor market.
3. To support and provide programs for personal hygiene and social behavior.
4. To operate a canteen that will develop skills in money handling.

Program Descriptions

41.50 Pre-vocational training. Included as part of a "service agreement"; a form of contract between trainees and Cosmos. Most pre-vocational training is done at Deerhome.

42.50 Vocational exploration. Vocational exploration is limited to the work areas at Cosmos. Trainees move between jobs as suitable vacancies arise.

43.50 Vocational evaluation. At intake, an initial assessment (try out) is conducted for a non-specified length of time. Most assessment is done by situational assessment, and job try out techniques on factors of work adjustment, personal adjustment and work skills and aptitudes. The adaptive functioning index has been used somewhat.

44.50 Work adjustment training. General work adjustment training is provided by placing individuals into a realistic production oriented work environment with expectations of work behavior set fairly high. Individual and group instances of desirable and undesirable work behaviors are reinforced or discouraged by praise and reprimand.

45.50 Personal adjustment training. This program is an informal approach to developing appropriate work hygiene and money handling. Most other personal adjustment training is done at Deerhome.

46.50 Vocational skills training. On-the-job training is provided for the jobs at Cosmos. Tasks are not simplified from a standard industrial approach unless necessary. Teaching techniques are refined only if necessary. Most training is done by demonstration. Trainees are taken to the place where products they make are used so they can see the need for quality. Production jobs include industrial sewing, woodwork, sheet metal and other miscellaneous jobs. Trainees tasks' include manual work, jigged tasks, machine operations, inspections and some supervision. Trainees make full use of all machines, including high speed production saws, pneumatic tools, sheet metal shears, nibblers, punch presses, brakes, etc. The production is well organized and the pace is quick.

47.50 Job placement. Placement efforts limited to inside jobs except for occasional instances. Matches jobs to trainees, and sometimes select contracts which provide tasks to match specific abilities of trainees.

48.50 Retraining. Trainees are recycled in existing programs.

49.50 Vocational counselling. Counselling is done informally as required, including some crisis situations.

51.50 Employment. Sheltered employment is provided to all trainees who are paid according to the carefully determined rate of production exhibited by each trainee. Some trainees have learned skills at Cosmos, and are now employed in industry using that skill. Staff serve as model workers.

52.50 Job stabilization. This program is limited to stabilization of workers in the jobs within the agency.

61.0 Other vocational services. None.

62.0 Support services. An occasional dance is held after work hours.

70.0 Problems

There is insufficient funding to provide effective training services. In spite of an efficient production set up, the agency has difficulty meeting high production demands for contracts.

80.0 Plans

No immediate plans for change.

General Description of Program Offered by

Dove Centre

Information Recieved Nov. 21, 1974

Item No.	Item	Description
10.0	General Information	
10.1	Agency	Dove Centre
10.2	Address	Box 247, Bonnyville, Alberta
	Region	Edmonton
10.3	Director	Cam Fontaine
	Title	Chairman, Board of Directors
10.4	Governing Body	Board of Directors
11.0	Staff	
11.1	Total Staff	4
11.2	Vocational Program Staff	4
11.3	Staff Qualifications	trademan (carpenter) and general work experience
12.0	Operating Schedule	
12.1	Staff hours per day	8 (8:00-4:30)
	Trainee hours per day	7 (9:00-4:30)
12.2	Days per week	5 Monday to Friday
12.3	Operating months per year	12
12.4	Staff holidays per year	2 weeks in summer; may be rotated
	Trainee holidays per year	2 weeks in summer; may be rotated
13.0	Funding	
13.2	Percent from govt. grants	20%
	Percent from product sales	50%
	Percent from donations	5% Town of Bonnyville
	Percent from other sources	20% LIP grants
14.0	Facilities	
14.11	Description of building	1 site is commercial; 1 site is light industrial
14.12	Ownership of building	Both sites leased
14.2	Environmental setting	1 site in commercial setting; 1 site in light industrial setting.
14.3	Type of furnishings	1 site has educational and craft furnishings; 1 site has woodwork furnishings.
14.4	Other major resources	Van with wheelchair lift.
15.0	Transportation to Work	
15.1	Percent of trainees who use:	
	public transit	30% by school bus
	private transport by self	-
	private transport by parent	-
	special bus or other vehicle	70% by centre owned van.
30.0	Population Served	
31.0	Selection of population	
31.1	Number of trainees enrolled	10
32.3	Size of waiting list	0
32.4	No. of vacant spaces	12 if residence were avail. for trainees from out of town.
31.2	Population characteristics	
	age range	16 and up
	types of disabilities	Mentally retarded and paraplegic
31.3	Conditions of admission	-
31.41	Means of setting admission requirements	None specified
31.44	Composition of admissions committee	school principal; school trustee; director of health unit.
31.51	Geographic area served	North-east central Alberta
31.52	Home address of most trainees	Bonnyville
31.53	No. served from other areas	0
32.0	Recruitment:Case Finding	
32.1	Referral sources	social workers, health unit, attourney general
32.2	Effort to recruit trainees	Developed a P.E.P. proposal which was funded to identify those needing service.

Summary of Training and Employment Services Provided by

Dove Centre

Vocational Service	Question Number .1 Service is stated in program objectives		.2 Program approach formal incidental none			.3 Provided to all trainees		.4 Major obstacles to service delivery	.6 Consider service to be important		.7 Plans to provide service	.8 Previously provided but service terminated	.91 Service available at other local source
	Yes	No	F	I	N	Yes	No		Yes	No			
41. Pre-vocational Training	X			X			X	Insufficient staff Inadequate program					No
42. Vocational Exploration	X				X		X		X		Yes	No	No
43. Vocational Evaluation	X			X			X	Insufficient staff Inadequate program					No
44. Work Adjustment Training	X			X			X	Inadequate program Inadequate techniques					No
45. Personal Adjustment Training	X			X		X							
46. Vocational skills Training	X			X		X							
47. Job placement	X				X		X		X		Yes	No	No
48. Retraining	X				X		X		X		Yes	No	No
49. Vocational counselling	X			X		X							
51. Employment	X				X		X		X		Yes	No	No
52. Job stabilization	X				X		X		X		Yes	No	No
Totals	11	0	0	6	5	3	8		5		5	5	8

Program Objectives and Program Descriptions of

Dove Centre

20.1 Major goals and objectives. To identify those trainees in the area they serve who require vocational rehabilitation, to determine their needs, and establish a program which will assist them to develop their vocational, social, and personal skills, and be employed at a level commensurate with their abilities.

Program Descriptions

41.50 Pre-vocational training. Program just beginning and very unstructured at present.

42.50 Vocational exploration. None provided.

43.50 Vocational evaluation. Informal evaluations are conducted by work sample and situational techniques. Staff are learning to use the Adaptive Functioning Index.

44.50 Work adjustment training. Program new and unstructured.

45.50 Personal adjustment training. Program new and unstructured.

46.50 Vocational skills training. Women are engaged in craft activities; men are engaged in manufacture of wooden crates and pallets. Woodwork includes use of skill saw on a jig, and nailing.

47.50 Job placement. No program to date.

48.50 Retraining. No program to date.

49.50 Vocational counselling. Occasional informal discussion occurs as needs present themselves.

51.50 Employment. None to date.

52.50 Job stabilization. None to date.

61.0 Other Vocational services. None.

62.0 Support services. Spend ½ day per week on daily living skills program.

70.0 Problems
Lack of funds, qualified staff and program design.

70.2 Needs
Assessment tools, residence.

80.0 Plans
Maintain and improve existing programs. Acquire a residence. Acquire own building. Secure more lucrative contracts.

General Description of Program Offered by

Edmonton Rehabilitation Society

Information Recieved Nov. 22, 1974

Item No.	Item	Description		
10.0	**General Information**			
10.1	Agency	Edmonton Rehabilitation Society	Goodwill	Community Resource Centre
10.2	Address	10215 112 St., Edmonton	103 St. 102 Ave.	8770-165 St.
	Region	Edmonton		
10.3	Director	Ken Delooze		
	Title	Executive Director		
10.4	Governing Body	Board of Directors		
11.0	**Staff**			
11.1	Total Staff	120		
11.2	Vocational Program Staff	20 in Assessment, work adjustment, activity centre, community resource centre		
11.3	Staff Qualifications	Range includes: University graduates in counselling, occupational therapy, psychology, education; NAIT graduates in social work, technical skills, and in Goodwill many with general work experience.		
12.0	**Operating Schedule**			
12.1	Staff hours per day	8 (8:30-4:30)		
	Trainee hours per day	8 (8:30-4:30)		
12.2	Days per week	5 Monday to Friday; Goodwill operates Saturday also.		
12.3	Operating months per year	12		
12.4	Staff holidays per year	rotated, except Community Resource Centre and Child Development Centre		
	Trainee holidays per year	rotated		
13.0	**Funding**			
13.2	Percent from govt. grants	16%		
	Percent from product sales	80%		
	Percent from donations	4% United Way, and other donations.		
	Percent from other sources	-		
14.0	**Facilities**			
14.11	Description of building	Main Facility 10215 112 St.	Goodwill	Community Resource Centre
14.12	Ownership of building	owned	leased	leased
14.2	Environmental setting	commercial/light industrial	commer.	commercial
14.3	Type of furnishings	commercial, educational, light industrial	commercial light industrial	educational
14.4	Other major resources	3 trucks		
15.0	**Transportation to Work**			
15.1	Percent of trainees who use:			
	public transit	Most		
	private transport by self			
	private transport by parent			
	special bus or other vehicle			
30.0	**Population Served**			
31.0	**Selection of population**			
31.1	Number of trainees enrolled	Work adjustment 67	Goodwill 75	CRC 55
32.3	Size of waiting list	Some (2)	0	0
32.4	No. of vacant spaces	3	0	0
31.2	Population characteristics			
	age range	16-65	16-65	16 and up
	types of disabilities	Mental, physical, emotional		
31.3	Conditions of admission	evidence of need for service		
31.41	Means of setting admission requirements	Board policy and staff		
31.44	Composition of admissions committee	intake worker and staff team		
31.51	Geographic area served	North central Alberta, will serve those from Yukon and N.W.T.		
31.52	Home address of most trainees	Edmonton		
31.53	No. served from other areas	Few from N.W.T.		
32.0	**Recruitment:Case Finding**			
32.1	Referral sources	self referrals, parents, manpower, vocational rehabilitation agencies, social workers, schools, workers comp., hospitals.		
32.2	Effort to recruit trainees			
32.2	Effort to recruit trainees	No specific recruitments. A public education program is on-going.		

Summary of Training and Employment Services Provided by

Edmonton Rehabilitation Society

Vocational Service	Question Number .1 Service is stated in program objectives		.2 Program approach formal incidental none			.3 Provided to all trainees		.4 Major obstacles to service delivery	.6 Consider service to be important		.7 Plans to provide service	.8 Previously provided but service terminated	.91 Service available at other local source
	Yes	No	F	I	N	Yes	No		Yes	No			
41. Pre-vocational Training	X		X	X		X		Inadequate facility					
42. Vocational Exploration	X		X	X		X		Insufficient staff					
43. Vocational Evaluation	X		X	X		X							
44. Work Adjustment Training	X		X	X		X							
45. Personal Adjustment Training	X			X		X							
46. Vocational skills Training	X			X		X		Inadequate program design					
47. Job placement	X		X			X		Insufficient staff					
48. Retraining	X			X		X							
49. Vocational counselling	X		X	X		X		Insufficient staff					
51. Employment	X		X	X		X							
52. Job stabilization	X		X			X		Insufficient staff					
Totals	11		8	9	0	11							

Program Objectives and Program Descriptions of

Edmonton Rehabilitation Society

20.1 Major goals and objectives.
1. To provide rehabilitation services including assessment, training, employment and opportunities for personal growth as an interim step in the rehabilitaiton process for the handicapped and disabled in northern Alberta, who cannot be readily absorbed into the labor market.
2. To maintain effective communication and co-operation with all government and non-government organizations for the purpose of facilitating the process of rehabilitation and of seeking wider public understanding of the needs and problems of the handicapped and disabled.
3. To do such other things as are incidental and conducive to the attaining of the above objectives.

40.1 Training goals.
Community Resource Centre. The programs' goal is to promote each individuals' developmental progress towards basic independence and community integration through meaningful and appropriate experiences and social skills.
Vocational Assessment and Work Adjustment. The program goal is to ascertain employability potential, and engage the most appropriate program for the individual to assist him in reaching his maximum level of community functioning.
Goodwill. The program objectives are employment opportunities, and vocational training.

41.50 Pre-vocational training. The program of the Community Resource Centre provides a developmental but minimally pressured setting for those whose needs cannot be met in other programs. The program utilizes educational facilities for improving communication, computation, social skills, recreational skills, daily living skills and goal setting and decision making skills.

42.50 Vocational exploration. Exploration is limited to jobs within the work adjustment and Goodwill programs.

43.50 Vocational assessment. Vocational assessments are a part of all rehabilitation programs offered. The major assessment program consists of an initial assessment, an intake, of 20 days duration conducted by a team of specialists, which assesses factors of work adjustment, personal adjustment work skills and aptitudes. Clinical, situational work sample and job tryout techniques are used. The assessment program is formal, well structured, and operated by a well qualified team. This is the major focus of programs for adults.

44.50 Work adjustment. The work adjustment training program is designed for clients who during assessment indicate a relatively high potential for entering or being trained to enter competitive employment. These clients are usually well motivated to work; they require vocational guidance and assistance in the development of an adequate work personality. The objective of the work adjustment program is the upgrading of work habits, attitudes, skills and maintenance of adequate production standards comparative to industrial norms.
Clients are placed in a work area best suited to their needs and abilities. The department supervisor is kept fully informed of each client's problems, needs and goals; this allows for the adjustment of work pressures and situations dependent on the client's tolerance capacity and responses. Productive progress is continually measured as is the client's ability to cooperate with his supervisor and co-workers. At all times the clients are kept informed of their progress through informal meetings and counselling sessions.
As clients become ready for employment, role-play techniques are used to simulate job interviews. They are encouraged to look for work on their own but can be assisted in finding suitable employment. Prior to employment consideration, community work experience can be arranged to test the client's adjustment level and the appropriateness of the chosen work area.

45.50 Personal adjustment. This program is integrated in large measure with the work adjustment program. For those in the Community Resource Center, the majority of the program is of a personal adjustment nature. See prevocational training.

46.50 Vocational skills training. Even though the major focus of adult programs is work adjustment, trainees develop skills which may be marketable. Work activities include: woodwork, packaging, refurbishing and salvaging operations, printing, food services, office support services, and industrial sewing. Tasks range from manual tasks to complex machine operations, as well as inspections and supervisory assistance.

47.50 Job placement. This program includes: assessment of trainees abilities and readiness; identification of potential jobs and their requirements; preparation of trainees for actual placement on the specific job; assistance with application forms; tour of job site; preparation of foremen for specific trainee.

48.50 Retraining. Trainees who require retraining are recycled in existing programs.

49.50 Vocational counselling. Counselling is an integral part of the work adjustment, pre-vocational and personal adjustment programs.

51.50 Employment. The principle purpose of Goodwill is to employ disabled persons while they progress through the final stages of work adjustment. Although it is actual sheltered employment, the working conditions are maintained as close as possible to competitive employment conditions. Wages are approximately equal to minimum wage. After a three month probationary employment period, wages are increased to a level dependant upon merit (productivity) or employment is terminated. Trainees who have passed through the societies' programs have gone into competitive employment, other sheltered employment, and some in unemployment.

52.50 Job stabilization. The Society provides follow-up service to trainees placed in competitive employment and in Goodwill in a structured follow-up program.

61.0 Other vocational services. None.

62.0 Support services. The Society operates a residential program, child development program, and social and recreational activities in the pro-vocational program.

62.2 Volunteers. Limited use of volunteers is made in programs. There is opportunity for volunteer assistance in the Community Resource Centre.

70.0 Problems

Insufficient funds for staff training and development.

The long delays encountered in establishing new services.

70.2 Needs. Improvement of the residential and job stabilization programs, and commencement of the planned activity centre.

80.0 Plans

Renovate the Canora school and operate it as an activity centre; develop a child development centre; acquire another building for Goodwill; constant evaluation, revision and refinement of the vocational and other programs.

General Description of Program Offered by

Horizons Unlimited

Information Recieved Nov. 4, 1974

Item No.	Item	Description
10.0	General Information	
10.1	Agency	Horizons Unlimited
10.2	Address	5008-48 St., Wetaskiwin
	Region	Edmonton
10.3	Director	Under change
	Title	-
10.4	Governing Body	Wetaskiwin Association for the Mentally Retarded
11.0	Staff	
11.1	Total Staff	3
11.2	Vocational Program Staff	2
11.3	Staff Qualifications	Technical skills and work experience
12.0	Operating Schedule	
12.1	Staff hours per day	7½ (8:30-4:00)
	Trainee hours per day	6 (9:00-3:00)
12.2	Days per week	5 Monday to Friday
12.3	Operating months per year	11½
12.4	Staff holidays per year	2 weeks; facility closes
	Trainee holidays per year	2 weeks.
13.0	Funding	
13.2	Percent from govt. grants	% unknown $3.00 per diem
	Percent from product sales	% unknown $2,000 per month
	Percent from donations	Some from Association for the M.R.
	Percent from other sources	
14.0	Facilities	
14.11	Description of building	Commercial
14.12	Ownership of building	leased
14.2	Environmental setting	Commercial/light industrial
14.3	Type of furnishings	light industrial
14.4	Other major resources	1 truck
15.0	Transportation to Work	
15.1	Percent of trainees who use:	
	public transit	0
	private transport by self	
	private transport by parent	
	special bus or other vehicle	100% (Some walk in summer).
30.0	Population Served	
31.0	Selection of population	
31.1	Number of trainees enrolled	16
32.3	Size of waiting list	0
32.4	No. of vacant spaces	Some; no. unspecified.
31.2	Population characteristics	
	age range	16-62
	types of disabilities	mostly mentally retarded; some physically handicapped.
31.3	Conditions of admission	
31.41	Means of setting admission requirements	Not specified
31.44	Composition of admissions committee	Social worker, public health nurse, princ. of school for mentally retarded, mem. of A.M.R., services for the handicapped.
31.51	Geographic area served	Area between Red Deer and Edmonton
31.52	Home address of most trainees	Wetaskiwin and Ponoka
31.53	No. served from other areas	-
32.0	Recruitment:Case Finding	
32.1	Referral sources	schools, social workers, public health nurse.
32.2	Effort to recruit trainees	efforts made to identify and recruit potential trainees in the catchment area.

Summary of Training and Employment Services Provided by

Horizons Unlimited

	Question Number												
Vocational Service	.1 Service is stated in program objectives		.2 Program approach formal incidental none			.3 Provided to all trainees		.4 Major obstacles to service delivery	.6 Consider service to be important		.7 Plans to provide service	.8 Previously provided but service terminated	.91 Service available at other local source
	Yes	No	F	I	N	Yes	No		Yes	No			
41. Pre-vocational Training		X			X		X		X		No	No	Yes
42. Vocational Exploration	X			X			X	Inadequate program design					No
43. Vocational Evaluation	X			X		X							
44. Work Adjustment Training	X			X		X		Insufficient qualified staff to deliver service					
45. Personal Adjustment Training	X			X		X		Staff attitudes					
46. Vocational skills Training	X			X		X							
47. Job placement	X				X		X	Inadequate program design	X		Yes	No	No
48. Retraining	X				X		X		X		Yes	No	No
49. Vocational counselling	X			X		X							
51. Employment	X			X		X		Inadequate prog. design Insuff. qual. staff					
52. Job stabilization	X				X		X		X		Yes	No	No
Totals	10	1	0	7	4	6	5		4				

Program Objectives and Program Descriptions of

Horizons Unlimited

20.1 Major goals and objectives. To provide vocational services which will help trainees become vocationally independant in competative or sheltered employment, and have adequate life skills. To educate the community as to the potential of the mentally retarded.

Program Descriptions

41.50 Pre-vocational training. No program.

42.50 Vocational exploration. Trainees are exposed to activities within the program.

43.50 Vocational evaluation. Informal program of observation of behaviors as they occur in the work situation.

44.50 Work adjustment training. An unstructured program where desired behaviors and expectations are made apparent and reinforced by social approval or disapproval.

45.50 Personal adjustment training. An unstructured program with continuous but informal attention given to non-specified personal behaviors.

46.50 Vocational skills training. Consists of on-the-job training on manual and jigged tasks. Some trainees use band saws, and disc and belt sanders. Activities include: wood work, packaging, and manufacture of plastic flowers.

47.50 Job placement. Not yet provided because the program is very new, and no trainees are ready for placement.

48.50 Retraining. Not yet required because of the newness of the program.

49.50 Vocational counselling. The program is informal and modest, and provided only when need is shown.

51.50 Employment. Provide some sheltered employment. Pay ranges from $0.50 to $1.00 per day.

52.50 Job stabilization. Not yet provided due to newness of program.

61.0 Other vocational services. None

62.0 Support services. Dances and campouts are held outside of the work schedule.

70.0 Problems

- Learning what direction the program should take.
- Acquiring trained staff who can operate the program.
- Need for better administration of the business aspects of the program.
- Need for direction by professional staff rather than being operated by volunteers.

70.2 Needs. In addition to the problems listed above, there is a need for diversification of work activities, and public education to inform the public of the potential of trainees.

80.0 Plans

The major plan is to hire an executive director to direct the affairs of the association and the vocational program.

General Description of Program Offered by

Kinsmen Training Centre

Information Recieved Nov. 14, 1974

Item No.	Item	Description
10.0	General Information	
10.1	Agency	Kinsmen Training Centre
10.2	Address	974 13 St. S.W., Medicine Hat
	Region	Medicine Hat
10.3	Director	Jim Hobson
	Title	Manager
10.4	Governing Body	Medicine Hat Association for the Mentally Retarded
11.0	Staff	
11.1	Total Staff	4
11.2	Vocational Program Staff	4
11.3	Staff Qualifications	Manager-previous experience with the mentally retarded, 1 journeyman carpenter, 2 with previous experience with the mentally retarded locally.
12.0	Operating Schedule	
12.1	Staff hours per day	8 (8:30-4:30)
	Trainee hours per day	6½ (9:00-3:30)
12.2	Days per week	5 Monday to Friday
12.3	Operating months per year	12
12.4	Staff holidays per year	Not specified
	Trainee holidays per year	Not specified
13.0	Funding	
13.2	Percent from govt. grants	75%
	Percent from product sales	25%
	Percent from donations	Med. Hat A.M.R. covers any debicit.
	Percent from other sources	
14.0	Facilities	
14.11	Description of building	educational
14.12	Ownership of building	owned
14.2	Environmental setting	commercial
14.3	Type of furnishings	educational/light industrial
14.4	Other major resources	-
15.0	Transportation to Work	
15.1	Percent of trainees who use:	
	public transit	80%
	private transport by self	
	private transport by parent	
	special bus or other vehicle	20%
30.0	Population Served	
31.0	Selection of population	
31.1	Number of trainees enrolled	31
32.3	Size of waiting list	0
32.4	No. of vacant spaces	14
31.2	Population characteristics	
	age range	16 and over
	types of disabilities	Severe and moderate mental retardation
31.3	Conditions of admission	mental handicap
31.41	Means of setting admission requirements	By admissions committee
31.44	Composition of admissions committee	Executive Director of A.M.R., workshop manager, parents or social worker
31.51	Geographic area served	S.E. Alberta (West of Bow Island; South of Brooks).
31.52	Home address of most trainees	Medicine Hat
31.53	No. served from other areas	2 from Saskatchewan.
32.0	Recruitment:Case Finding	
32.1	Referral sources	parents, school, social workers.
32.2	Effort to recruit trainees	Initially sought out eligible persons upon commencement of operation.

Summary of Training and Employment Services Provided by

Kinsmen Training Centre

Vocational Service	Question Number .1 Service is stated in program objectives		.2 Program approach formal incidental none			.3 Provided to all trainees		.4 Major obstacles to service delivery	.6 Consider service to be important		.7 Plans to provide service	.8 Previously provided but service terminated	.91 Service available at other local source
	Yes	No	F	I	N	Yes	No		Yes	No			
41. Pre-vocational Training	x		x			x		Inadequate program design					
42. Vocational Exploration	x		x				x						Yes
43. Vocational Evaluation	x		x			x		Inadequate program design					
44. Work Adjustment Training	x		x			x		Inadequate program design					
45. Personal Adjustment Training	x		x			x		Inadequate prog. design Inadequate techniques for delivery					
46. Vocational skills Training	x		x				x	Inadequate prog. design Insufficient staff					Yes
47. Job placement	x			x			x		x		Yes	No	No
48. Retraining	x			x			x		x		Yes	No	Yes
49. Vocational counselling	x		x			x							
51. Employment	x		x				x						Yes
52. Job stabilization	x			x			x		x		Yes	No	No
Totals	11		8	3		5	6		3				

Program Objectives and Program Descriptions of

Kinsmen Training Centre

20.1 Major goals and objectives. The provision of an activity centre program for the mentally retarded. (Objectives under review).

40.1 Training objectives. To provide a developmental, vocationally oriented program, including activity centre, and vocational training that will help the mentally retarded progress toward self sufficiency.

Program Descriptions

41.50 Pre-vocational training. The Centre works co-operatively with the George P. Vanier School in providing pre-vocational training.

42.50 Vocational exploration. Most exploration occurs by personal discussion. Some get exposure to community employment while working on off-site work crews.

43.50 Vocational evaluation. Informal evaluations are conducted by observation of factors of work adjustment, personal adjustment and vocational skills as suggested in the Adaptive Functioning Index.

44.50 Work adjustment. The program is informal, using the A.F.I. as a guide.

45.50 Personal adjustment. This program is largely unstructured and in need of development. Support to this program from parents of trainees living at home varies.

46.50 Vocational skills training. The amount of skills training provided is minimal due to the presently low functioning level of most trainees. Most activities are at an activity centre level. Some skills training occurs in the food service program, and off-site janitorial work.

47.50 Job Placement. No trainees have yet progressed to the point of requiring job placement.

48.50 Retraining. No trainees have demonstrated a need for retraining to date.

49.50 Vocational counselling. Counselling occurs in an informal manner at a limited level as the need occurs.

51.50 Employment. No trainees are presently at the level of employment. All function at activity centre level. All trainees receive a "token wage" of $0.80 to $4.00 weekly, based on performance.

52.50 Job stabilization. None required to date.

61.0 Other vocational services. None.

62.0 Support services. Recreation and socialization programs, assisted by Dept. of Culture Youth and Recreation. Citizen Advocacy committee is being formed.

62.2 Volunteers. Some volunteer assistance was available from the Youth Across Canada group in recreation programs.

70.0 Problems
-Acquiring adequate funding.
-Lack of definite program direction and structure.

70.2 Needs
To establish a definite program direction.

80.0 Plans
-Seek more funding.
-Determine direction of program.
-Raise level of activities from an activity centre level to a training and sheltered employment level.

General Description of Program Offered by

Lloydminster & District Sheltered Workshop and Training Centre

Information Recieved Nov. 20, 1974

Item No.	Item	Description
10.0	General Information	
10.1	Agency	Lloydminster & District Sheltered Workshop & Training Centre
10.2	Address	3514-51 Ave. Lloydminster
	Region	Edmonton
10.3	Director	Sherwood Jennett
	Title	Director
10.4	Governing Body	Board of Directors
11.0	Staff	
11.1	Total Staff	8
11.2	Vocational Program Staff	7
11.3	Staff Qualifications	Manager-Business man; Journeyman Carpenter, Teacher, General work experience.
12.0	Operating Schedule	
12.1	Staff hours per day	7.5 (9:00-4:30)
	Trainee hours per day	7.5 (9:00-4:30)
12.2	Days per week	5 Monday to Friday
12.3	Operating months per year	12
12.4	Staff holidays per year	3 weeks, rotated
	Trainee holidays per year	3 weeks, rotated
13.0	Funding	
13.2	Percent from govt. grants	23% (Grants received from Alberta and Saskatchewan).
	Percent from product sales	77%
	Percent from donations	
	Percent from other sources	
14.0	Facilities	
14.11	Description of building	light industrial
14.12	Ownership of building	Main facility-owned; Auxiliary facility-leased.
14.2	Environmental setting	Industrial
14.3	Type of furnishings	light industrial
14.4	Other major resources	Garden and lawn equipment.
15.0	Transportation to Work	
15.1	Percent of trainees who use:	
	public transit	75%
	private transport by self	25% (Workers at aux. site all use private transport.)
	private transport by parent	
	special bus or other vehicle	
30.0	Population Served	
31.0	Selection of population	
31.1	Number of trainees enrolled	47
32.3	Size of waiting list	12
32.4	No. of vacant spaces	12
31.2	Population characteristics	
	age range	17 and over
	types of disabilities	Moderate and severely retarded and other handicaps.
31.3	Conditions of admission	Need
31.41	Means of setting admission requirements	By admission committee
31.44	Composition of admissions committee	Doctor, hospital administrator, lawyer.
31.51	Geographic area served	80 mile radius of Centre
31.52	Home address of most trainees	Lloydminster
31.53	No. served from other areas	1-Moose Jaw
32.0	Recruitment:Case Finding	
32.1	Referral sources	Social workers
32.2	Effort to recruit trainees	None

Summary of Training and Employment Services Provided by

Lloydminster and District Sheltered Workshop & Training Centre

Vocational Service	Question Number												
	.1 Service is stated in program objectives		.2 Program approach formal incidental none			.3 Provided to all trainees		.4 Major obstacles to service delivery	.6 Consider service to be important		.7 Plans to provide service	.8 Previously provided but service terminated	.91 Service available at other local source
	Yes	No	F	I	N	Yes	No		Yes	No			
41. Pre-vocational Training	X			X		X							
42. Vocational Exploration	X			X		X							
43. Vocational Evaluation	X		X	X		X		Insufficient qualified staff					
44. Work Adjustment Training	X			X		X							
45. Personal Adjustment Training	X			X		X							
46. Vocational skills Training	X			X		X							
47. Job placement	X		X	X		X							
48. Retraining	X			X		X							
49. Vocational counselling	X			X		X							
51. Employment	X		X			X							
52. Job stabilization	X			X		X							
Totals	11		3	10	0	11							

Program Objectives and Program Descriptions of

Lloydminster and District Sheltered Workshop and Training Centre

20.1 Major goals and objectives. To provide opportunity for handicapped persons to be vocationally rehabilitated, and become more successful in their personal life.

Program Descriptions

41.50 Pre-vocational training. Trainees are immersed in an industrial atmosphere where staff assist them to develop a desire to participate in the work activities and develop their own goals.

42.50 Vocational exploration. Limited to the jobs presently being done in the workshop.

43.50 Vocational evaluation. Evaluations are done frequently using the Adaptive Functioning Index. Additional observations are made using situational assessment and job-tryout techniques. Evaluations are done by staff families to the trainees.

44.50 Work adjustment training. Trainees are immersed in a highly production oriented setting where expectations of behavior are presented verbally and by example.

45.50 Personal adjustment training. Life skills training is provided at the residence (70%) and workshop (30%) in grooming and hygiene.

46.50 Vocational skills training. Extensive skills training is conducted in the work activities at the Centre, and the remote work-site. Tasks are carefully analysed and subsequent training consists of direct demonstration followed by practise where the trainer works along side the trainee performing a similar or related task, while observing and helping the trainee perform his assigned task properly and at the pace required. Great emphasis is placed on modelling by staff and qualified workers, and allowing the trainee to properly learn each step before proceeding to subsequent steps. Work activities include, pre-fabrication of garages, sheds, and small buildings which are later assembled at customer's site, painting of buildings, garden and lawn work, craft work, packaging,and catering to small parties or club activities. Trainees make full use of saws, jigs, and tools.

47.50 Job placement. Trainees abilities are assessed; potential jobs are identified and matched to trainees abilities; and trainees carefully oriented to the new job and placed in that job.

48.50 Retraining. Trainees are recycled in existing programs if required.

49.50 Vocational counselling. Occurs formally and informally, and as an integral part of other services as required.

51.50 Employment. Sheltered employment is provided for those not placeable in competitive employment. Pay is $30 per month or more. Staff and foremen provide effective work models.

52.50 Job stabilization. Every effort is made to ensure success of placements.

61.0 Other vocational services. None.

62.0 Support services. Recreation program, residence, life skills program.

70.0 Problems

Insufficient qualified staff for vocational evaluations.

80.0 Plans

Are buying an additional workshop site.

General Description of Program Offered by

Medicine Hat Rehabilitation Society

Information Recieved Nov. 14, 1974

Item No.	Item	Description
10.0	General Information	
10.1	Agency	Medicine Hat Rehabilitation Society
10.2	Address	533 1st. St. S.E., Medicine Hat
	Region	Medicine Hat
10.3	Director	Ed Hinger
	Title	Director
10.4	Governing Body	Medicine Hat Rehabilitation Society
11.0	Staff	
11.1	Total Staff	4
11.2	Vocational Program Staff	4
11.3	Staff Qualifications	Registered Nurse; Registered Psychiatric Nurse, Carpenter, General Experience (2).
12.0	Operating Schedule	
12.1	Staff hours per day	7.5 (8:30-4:00)
	Trainee hours per day	7.5
12.2	Days per week	5 Monday to Friday
12.3	Operating months per year	12
12.4	Staff holidays per year	last 2 weeks of August
	Trainee holidays per year	last 2 weeks of August
13.0	Funding	
13.2	Percent from govt. grants	40%
	Percent from product sales	60%
	Percent from donations	
	Percent from other sources	
14.0	Facilities	
14.11	Description of building	Commercial, very light industrial
14.12	Ownership of building	leased
14.2	Environmental setting	Commercial, light industrial
14.3	Type of furnishings	light industrial, commercial, crafts
14.4	Other major resources	None.
15.0	Transportation to Work	
15.1	Percent of trainees who use:	
	public transit	Most
	private transport by self	
	private transport by parent	
	special bus or other vehicle	Physically handicapped use handibus
30.0	Population Served	
31.0	Selection of population	
31.1	Number of trainees enrolled	36
32.3	Size of waiting list	None
32.4	No. of vacant spaces	15
31.2	Population characteristics	
	age range	16 and over
	types of disabilities	Physical, emotional, and mentally handicapped.
31.3	Conditions of admission	Residential accomodation and access to the workshop.
31.41	Means of setting admission requirements	Administration staff
31.44	Composition of admissions committee	Rehabilitation Society, Mentally Retarded Assoc., Health & Social Development, Mental Health Services.
31.51	Geographic area served	Medicine Hat and district.
31.52	Home address of most trainees	Medicine Hat
31.53	No. served from other areas	-
32.0	Recruitment: Case Finding	
32.1	Referral sources	Self referrals, Mental Health Services, Health and Social Dev., Family Services, Hospitals.
32.2	Effort to recruit trainees	None.

Summary of Training and Employment Services Provided by

Medicine Hat Rehabilitation Society

	Question Number												
	.1 Service is stated in program objectives		.2 Program approach formal incidental none			.3 Provided to all trainees		.4 Major obstacles to service delivery	.6 Consider service to be important		.7 Plans to provide service	.8 Previously provided but service terminated	.91 Service available at other local source
Vocational Service	Yes	No	F	I	N	Yes	No		Yes	No			
41. Pre-vocational Training		X			X		X		Yes		No	Yes	Yes
42. Vocational Exploration	X			X		X							
43. Vocational Evaluation	X			X		X							
44. Work Adjustment Training	X			X		X		Inadequate program design					
45. Personal Adjustment Training	X			X		X							
46. Vocational skills Training	X		X	X			X						Yes
47. Job placement	X		X			X							
48. Retraining	X			X		X							
49. Vocational counselling	X			X		X							
51. Employment	X			X		X							
52. Job stabilization	X		X	X		X							
Totals	10	1	3	10	1	9	2						

Program Objectives and Program Descriptions of

Medicine Hat Rehabilitation Society

20.1 Major goals and objectives. To provide a vocational training and employment program for higher functioning handicapped individuals.

Program Descriptions

41.50 Pre-vocational training. Not provided by Society. Community Resource Centre has programs in daily living skills, occupational therapy, group counselling and revreational activities.

42.50 Vocational exploration. Some trainees attend "Creative Job Search" program of Canada Manpower. All receive exploration on jobs within the facility.

43.50 Vocational evaluation. Informal continuous observation of trainees occurs in the work situation. No formal check list is used, although the adoption of some evaluation tool is under consideration.

44.50 Work adjustment training. An incidental program is operated where staff maintain constant attention to work adjustment needs as they supervise production activities. Several (13) trainees are exposed to actual production demands by working at the local newspaper for 3 half days per week.

45.50 Personal adjustment training. An incidental program is operated where staff respond to exhibited needs.

46.50 Vocational skills training. Is limited to work activities within the workshop which include: woodwork, industrial sewing, office aids, hot stamping, silk screening and some crafts. Trainees use business machines, hot stamp presses, packaging equipment and sewing machines. Some trainees receive on-the-job training in stores, trailer factories, the library, and the local newspaper under supervision of staff from the Rehabilitation Society. Trainees perform manual, jigged and machine operation tasks, as well as quality control inspections.

47.50 Job placement. Formal but modest placement program to identify, select and prepare jobs for placeable trainees is operated.

48.50 Retraining. Trainees are recycled in existing programs as needed. The most frequent need of retraining is for work adjustment and personal adjustment.

49.50 Vocational counselling. An incidental counselling program is provided, usually in response to needs, which arise, by staff, and social workers. Both individual and group counselling are used.

51.50 Employment. Sheltered employment is provided; trainees are paid according to productivity. plans are underway to set up a bottle depot where trainee can be paid according to productivity.

52.50 Job stabilization. Formal follow-up is provided to those placed on jobs by direct and informal contact with employers and trainees.

61.0 Other vocational services. None.

62.0 Support services.
Use government sponsored employment creation programs for funds, and staffing for recreation programs.

70.0 Problems
Lack of qualified staff; require more funding; need more suitable contracts; need more structured programs in work adjustment and personal adjustment.

80.0 Plans
Will open a new bottle depot.

General Description of Program Offered by

Mountain View Vocational Centre

Information Recieved Nov. 12, 1974

Item No.	Item	Description
10.0	**General Information**	
10.1	**Agency**	Mountain View Vocational Centre
10.2	**Address**	Coleman, Alberta
	Region	
10.3	**Director**	Farrel Palmer
	Title	Co-ordinator
10.4	**Governing Body**	Foothills Assoc. for the Mentally Retarded
11.0	**Staff**	
11.1	**Total Staff**	1
11.2	**Vocational Program Staff**	1
11.3	**Staff Qualifications**	Dry-wall sub-contractor and previous experience with mentally retarded.
12.0	**Operating Schedule**	
12.1	**Staff hours per day**	8 (8:30-4:30)
	Trainee hours per day	8 (8:30-4:30)
12.2	**Days per week**	Monday to Friday
12.3	**Operating months per year**	12
12.4	**Staff holidays per year**	Rotated
	Trainee holidays per year	Rotated
13.0	**Funding**	
13.2	**Percent from govt. grants**	Information unavailable at time of interview.
	Percent from product sales	
	Percent from donations	
	Percent from other sources	
14.0	**Facilities**	
14.11	**Description of building**	Community hall
14.12	**Ownership of building**	Rented
14.2	**Environmental setting**	Residential
14.3	**Type of furnishings**	Light industrial
14.4	**Other major resources**	Bus
15.0	**Transportation to Work**	
15.1	**Percent of trainees who use:**	
	public transit	
	private transport by self	
	private transport by parent	
	special bus or other vehicle	Bus
30.0	**Population Served**	
31.0	**Selection of population**	
31.1	**Number of trainees enrolled**	2 (expecting immediate increase)
32.3	**Size of waiting list**	4
32.4	**No. of vacant spaces**	18
31.2	**Population characteristics**	
	age range	16 and over
	types of disabilities	Any type of handicap.
31.3	**Conditions of admission**	Need; residential accomodation.
31.41	**Means of setting admission requirements**	Set by Association.
31.44	**Composition of admissions committee**	Staff and Association members.
31.51	**Geographic area served**	From Brocket to the Alberta/British Columbia border, including Pincher Creek.
31.52	**Home address of most trainees**	Immediate Pass area- Coleman/Blairmore.
31.53	**No. served from other areas**	None
32.0	**Recruitment:Case Finding**	
32.1	**Referral sources**	Parents, friends, social workers, schools
32.2	**Effort to recruit trainees**	Public edutation and direct recruitment of potential trainees.

Summary of Training and Employment Services Provided by

Mountain View Vocational Training Centre

	Question Number												
	.1 Service is stated in program objectives		.2 Program approach formal incidental none			.3 Provided to all trainees		.4 Major obstacles to service delivery	.6 Consider service to be important		.7 Plans to provide service	.8 Previously provided but service terminated	.91 Service available at other local source
Vocational Service	Yes	No	F	I	N	Yes	No		Yes	No			
41. Pre-vocational Training	X			X		X							
42. Vocational Exploration	X			X			X						No
43. Vocational Evaluation	X			X		X							
44. Work Adjustment Training	X			X		X		Needs parental support					
45. Personal Adjustment Training	X			X		X		Needs parental support					
46. Vocational skills Training	X			X		X							
47. Job placement	X			X		X							
48. Retraining	X			X		X							
49. Vocational counselling	X			X		X							
51. Employment	X			X		X							
52. Job stabilization	X			X		X							
Totals	11			11		10	1						

Program Objectives and Program Descriptions of

Mountain View Vocational Training Centre

20.1 Major goals and objectives. To provide vocational training, work adjustment, and sheltered employment to handicapped individuals in the region.

Program Descriptions

41.50 Pre-vocational training. This is a new informal program which varies to meet specific needs.

42.50 Vocational exploration. Modest program limited to activities within the workshop.

43.50 Vocational evaluation. General observation of non-specific behaviors and abilities by situational assessment technique.

44.50 Work adjustment training. Informal program which serves needs which arise.

45.50 Personal adjustment training. Informal program which serves needs that arise.

46.50 Vocational skills training. Consists of on-site training in basic woodwork skills. Trainees use saws and equipment.

47.50 Job placement. Job opportunities are sought while seeking contracts. job requirements are reviewed and matched to capabilities of trainees.

48.50 Retraining. Not required or provided to date.

49.50 Vocational counselling. Incidental program barely offered to date due to newness of program.

51.50 Employment. Provide a setting for sheltered employment. None yet in employment stage of program. Training allowance of $15.00 per month is paid to trainees. One trainee has been placed in competative employment.

52.50 Job stabilization. Maintain frequent contact with worker and employer, usually by telephone.

61.0 Other vocational services. None.

62.0 Support services. None.

70.0 Problems

-Smallness and newness of the program (1 staff; 2 trainees) facility opened in October, 1974.
-Getting contracts and designs for products.
-Funding required for equipment.
-Need for public education

80.0 Plans

-To acquire more contracts
-To develop work and personal adjustment programs.
-To have volunteer support for social activities.

General Description of Program Offered by

Rehabilitation Society of Calgary

Information Recieved Nov. 6, 1974

Item No.	Item	Description	
10.0	General Information		
10.1	Agency	Rehabilitation Society of Calgary for the Handicapped	
10.2	Address	1112 Memorial Drive, Calgary	
	Region	Calgary	
10.3	Director	Ken Cope	
	Title	Executive Director	
10.4	Governing Body	Rehabilitation Society of Calgary for the Handicapped	
11.0	Staff		
11.1	Total Staff	28	
11.2	Vocational Program Staff	24	
11.3	Staff Qualifications	M.Ed.; psychiatric nurses, industrial experience, general laborers.	
12.0	Operating Schedule		
12.1	Staff hours per day	7.5 (8:30-4:00)	
	Trainee hours per day	7.5 (8:30-4:00)	
12.2	Days per week	Monday to Friday	
12.3	Operating months per year	12	
12.4	Staff holidays per year	Rotated	
	Trainee holidays per year	Rotated	
13.0	Funding		
13.2	Percent from govt. grants	54	
	Percent from product sales	33	
	Percent from donations	13	
	Percent from other sources		
14.0	Facilities	Memorial Drive	Langevin Enterprises
14.11	Description of building	educational	light industrial
14.12	Ownership of building	owned	leased
14.2	Environmental setting	institutional	light indust./commercial
14.3	Type of furnishings	light industrial	light industrial.
14.4	Other major resources		
15.0	Transportation to Work		
15.1	Percent of trainees who use:		
	public transit	90%	
	private transport by self	Some drive own car	
	private transport by parent		
	special bus or other vehicle	a few use handibus	
30.0	Population Served		
31.0	Selection of population		
31.1	Number of trainees enrolled	140 (Memorial Drive & Langevin)	
32.3	Size of waiting list	0	
32.4	No. of vacant spaces	0 Could serve more in off-site work situations.	
31.2	Population characteristics		
	age range	16-60	
	types of disabilities	mental, physical, emotional and environmental handicaps.	
31.3	Conditions of admission	potential for rehabilitation should be evident. Lower ability persons more appropriately served at VRRI.	
31.41	Means of setting admission requirements	By senior staff	
31.44	Composition of admissions committee	Staff	
31.51	Geographic area served	Calgary and area.	
31.52	Home address of most trainees	Calgary	
31.53	No. served from other areas	Unknown.	
32.0	Recruitment:Case Finding		
32.1	Referral sources	Self referrals, mental hospital services; parents, schools.	
32.2	Effort to recruit trainees	Maintain relationship with community agencies.	

Summary of Training and Employment Services Provided by

Rehabilitation Society of Calgary

	Question Number												
Vocational Service	.1 Service is stated in program objectives		.2 Program approach formal incidental none			.3 Provided to all trainees		.4 Major obstacles to service delivery	.6 Consider service to be important		.7 Plans to provide service	.8 Previously provided but service terminated	.91 Service available at other local source
	Yes	No	F	I	N	Yes	No		Yes	No			
41. Pre-vocational Training	X		X			X		Funding staff dynamics					
42. Vocational Exploration	X		X			X		Inadequate program design					
43. Vocational Evaluation	X		X	X		X							
44. Work Adjustment Training	X		X			X		Insufficient qualified staff to del. service					
45. Personal Adjustment Training	X		X			X		Insuff. funds to hire qualified staff.					
46. Vocational skills Training	X			X		X							
47. Job placement	X		X	X		X		Inadequate prog. design Inadequate techniques of service delivery.					
48. Retraining	X			X		X							
49. Vocational counselling	X		X			X							
51. Employment	X		X			X							
52. Job stabilization	X		X			X		Inadequate prog. design staff turnover					
Totals	11		9	4		11							

Program Objectives and Program Descriptions of

Rehabilitation Society of Calgary

20.1 Major goals and objectives. To give people the opportunity to develop themselves for employment; to give them the opportunity for self-determination in the kind of work they'd like to do; to explore new areas of work; to establish a personal sense of direction; to assess their own abilities; to establish a feeling of self worth; and to develop problem solving skills.

Program Descriptions
Two distinct programs are operated; Langevin Enterprises provide long term sheltered employment with a developmental objective, for post mentally ill, emotionally handicapped and environmentally handicapped persons. The main rehabilitation program operated on Memorial Drive serves those who appear to be able to be rehabilitated within about a year. Persons with severe handicaps are referred to VRRI, Advance Industries, or Bow Centre.

41.50 Pre-vocational training. Operated as an assessment program and is under development. The program attempts to assess and develop inter-personal skills, aspirations, self awareness and self concept, and the problems the trainee sees he has.

42.50 Vocational exploration. Trainees receive exploratory experiences on work stations in the program, and many through work experience programs in industrial settings also. Selection of areas surveyed is guided by the realistic appraisal of a trainee's skills. With guidance, trainees select areas they choose to work in.

43.50 Vocational evaluation. Formal evaluations conducted at Langevin Enterprises using the A.F.I., and a goal attainment scale. At Memorial Drive, formal assessments begin with an initial interview at intake to determine the programming needs of the trainee. Then a selected series of clinical, work sample, and situational tests are used to further determine vocational strengths and weaknesses, with a heavy emphasis on factors of work adjustment and personal adjustment.

44.50 Work adjustment training. Formal work adjustment occurs using a variety of work activities in a controlled setting to develop deficient skills and behaviors, and to extinguish undesirable behaviors, and all elements of work adjustment. Progress is reviewed weekly.

45.50 Personal adjustment training. Langevin has a structured life skills and social program which includes efforts to develop self awareness which will lead to self improvement. At Memorial Drive, a counselling unit is concerned with personal adjustment training which emphasizes self awareness and introspection of trainee's abilities and problems.

46.50 Vocational skills training. Sufficient vocational skills training is offered to provide a means of conducting work adjustment and personal adjustment training. Most vocational skill development occurs after work-experience placements have been acquired in business and industry using on-the-job training, or formal courses available from educational institutions. In-house activities include typing, switch board and general office training, industrial sewing, packaging, janitorial programs, and industrial assemblies. Trainees perform manual, jigged and inspection tasks, and operate a variety of simple and complex machines.

47.50 Job placement. Placement staff become involved in a trainee's program well before placement efforts commence. After careful matching, trainees are placed on a work experience basis without pay (work tryout), and then with pay if the placement is satisfactory. After 3 months, the arrangement is considered to be a successful placement.

48.50 Retraining. Attempts are made to identify the reason for failure, and persons are recycled in existing programs to eliminate the causes. The need for retraining is usually because of inadequate work adjustment or personal adjustment.

49.50 Vocational counselling. Formal and informal counselling is provided to groups and individuals by trained staff, primarily in areas of personal adjustment. Areas best handled by therapists are referred.

51.50 Employment. Efforts are geared to make as many successful placements as possible to reduce the need for sheltered employment. Sheltered employment for some is provided at Langevin. Others are referred to Advance Industries. Workers at Langevin are paid $6 to $12 per week. Some individuals capable of placement who performed satisfactorily for employers, but who did not meet company medical standards have been employed by the Society, which in turn contracted the services of the employee to the company, thereby providing employment at full pay to the company, thereby providing employment at full pay for persons otherwise difficult to place.

52.50 Job stabilization. Follow-up is provided by placement staff, who maintain formal contact with employers and employees for two months to over a year in some cases.

61.0 Other vocational services. None.
62.0 Support services. Recreational and social activities after work hours.
62.2 Some use is made of volunteers in social and personal adjustment programs.

70.0 Problems

Name of the agency turns many potential trainees away. Funding is a major problem. While the current program is reasonably well supported, it takes approximately 75% of the executive directors' time in lobbying for, justifying, and getting funds to operate the program.

80.0 Plans

-Plan to transfer one placement officer to Langevin.
-Plan to increase the spaces at Langevin to 100.
-Plan to change the name of the workshop at Memorial Drive.

General Description of Program Offered by

Rehabilitation Society of Southwestern Alberta

Information Recieved Nov. 13, 1974

Item No.	Item	Description
10.0	General Information	
10.1	Agency	Rehabilitation Society of Southwestern Alberta
10.2	Address	1261-2 Ave. A. North, Lethbridge, Alberta
	Region	Lethbridge, Alberta
10.3	Director	Charles Ferris
	Title	Executive Director
10.4	Governing Body	Rehabilitation Society of Southwestern Alberta
11.0	Staff	
11.1	Total Staff	5.5
11.2	Vocational Program Staff	4
11.3	Staff Qualifications	Staff Director-20 yrs. in rehab. work; engineer; social workers, some university; supervisors-general experience.
12.0	Operating Schedule	
12.1	Staff hours per day	8 (8:30-4:30)
	Trainee hours per day	8 (8:30-4:30)
12.2	Days per week	5 Monday to Friday
12.3	Operating months per year	12
12.4	Staff holidays per year	Rotated
	Trainee holidays per year	Rotated
13.0	Funding	
13.2	Percent from govt. grants	Not available at time of interview
	Percent from product sales	
	Percent from donations	
	Percent from other sources	
14.0	Facilities	
14.11	Description of building	Light industrial
14.12	Ownership of building	Owned
14.2	Environmental setting	Commercial/light industrial.
14.3	Type of furnishings	Light industrial
14.4	Other major resources	Two acres of land at another site; Bus with wheelchair ramp.
15.0	Transportation to Work	
15.1	Percent of trainees who use:	
	public transit	15
	private transport by self	15
	private transport by parent	
	special bus or other vehicle	70
30.0	Population Served	
31.0	Selection of population	
31.1	Number of trainees enrolled	40
32.3	Size of waiting list	None
32.4	No. of vacant spaces	15-20
31.2	Population characteristics	
	age range	18 or more
	types of disabilities	Any handicapped who are able to function
31.3	Conditions of admission	Transportation fee.
31.41	Means of setting admission requirements	Rehabilitation Society of Southwestern Alberta
31.44	Composition of admissions committee	Staff
31.51	Geographic area served	Southwestern Alberta
31.52	Home address of most trainees	Lethbridge, Alberta
31.53	No. served from other areas	None
32.0	Recruitment:Case Finding	
32.1	Referral sources	Parents, friends, Vocational & Rehabilitation Services, Mental Health Services.
32.2	Effort to recruit trainees	Public education.

Summary of Training and Employment Services Provided by

Rehabilitation Society of Southwestern Alberta

Vocational Service	.1 Service is stated in program objectives		.2 Program approach formal incidental none			.3 Provided to all trainees		.4 Major obstacles to service delivery	.6 Consider service to be important		.7 Plans to provide service	.8 Previously provided but service terminated	.91 Service available at other local source
	Yes	No	F	I	N	Yes	No		Yes	No			
41. Pre-vocational Training		X			X		X		X		Yes	No	Yes
42. Vocational Exploration	X			X		X							
43. Vocational Evaluation	X			X		X							
44. Work Adjustment Training	X			X		X							
45. Personal Adjustment Training		X			X		X		X		Yes	No	Yes
46. Vocational skills Training	X			X		X							
47. Job placement	X			X			X						No
48. Retraining	X			X		X							
49. Vocational counselling	X			X		X							
51. Employment	X			X		X							
52. Job stabilization	X			X		X							
Totals	9	2	0	9	2	8	3		2				

Program Objectives and Program Descriptions of

Rehabilitation Society of Southwestern Alberta

20.1 Major goals and objectives. To provide vocational training services commensurate with the potential of emotionally handicapped physically handicapped, and moderately and severely retarded persons.

Program Descriptions

41.50 Pre-vocational training. No program. Expect pre-vocational training to be completed prior to admission.

42.50 Vocational exploration. Occurs by informal movement of trainees to various jobs within the facility. A greater variety of jobs is planned for within the workshop.

43.50 Vocational evaluation. Unstructured observation of work adjustment behaviors using a situational assessment technique.

44.50 Work adjustment training. General work adjustment occurs as an incidental result of being in a work setting, with attention given to particular problem areas.

45.50 Personal adjustment training. Not provided.

46.50 Vocational skills training. Limited to work activities within the facility, which include industrial assemblies, hot stamping, sorting of soft drink cartons, labeling bottles, collating and woodwork.

47.50 Job placement. Has been and will be provided. Program followed presently not available due to recent turnover in staff (approximately Nov. 1, 1974).

48.50 Retraining. Would recycle trainees in existing programs.

49.50 Vocational counselling. An informal, integral part of the total program.

51.50 Employment. Sheltered employment is provided. Workers are paid from $15 to $25 per month, depending upon production, behavior and attendance.

52,50 Job stabilization. Follow-up contacts with employer and employee are maintained for three months and then gradually diminished.

61.0 Other vocational services. None.

62.0 Support services. Social and recreation activities after hours.

70.0 Problems

The program requires revitalization.

70.2 Needs. More challenging contract work; improved assessments.

80.0 Plans

-To co-ordinate existing services.
-To expand the program to include food services.
-To serve more trainees.
-To acquire more varied contract work.

General Description of Program Offered by

Sheltered Workshop Society

Information Recieved Dec. 4, 1974

Item No.	Item	Description
10.0	General Information	
10.1	Agency	Sheltered Workshop Society
10.2	Address	7305-99 St. Edmonton, Alberta
	Region	Lothar Markwort
10.3	Director	Administrator
	Title	Board of Directors
10.4	Governing Body	
11.0	Staff	
11.1	Total Staff	12
11.2	Vocational Program Staff	11
11.3	Staff Qualifications	Architecture; Psychiatric Nurses; Occupational Therapists; Aides with work experience with mentally ill and technical experience.
12.0	Operating Schedule	
12.1	Staff hours per day	9.5 (7:30-4)
	Trainee hours per day	9.5 (7:30-4)
12.2	Days per week	Monday to Friday
12.3	Operating months per year	12
12.4	Staff holidays per year	Rotated
	Trainee holidays per year	Rotated
13.0	Funding	
13.2	Percent from govt. grants	Govt. grants pay all salaries and rent and some capital equip.
	Percent from product sales	$150,000./yr.
	Percent from donations	$400./month
	Percent from other sources	-
14.0	Facilities	
14.11	Description of building	Commercial, Industrial
14.12	Ownership of building	Rented
14.2	Environmental setting	Industrial/residential
14.3	Type of furnishings	Light industrial, commercial
14.4	Other major resources	Delivery vehicle
15.0	Transportation to Work	
15.1	Percent of trainees who use:	
	public transit	80%
	private transport by self	
	private transport by parent	
	special bus or other vehicle	20%
30.0	Population Served	
31.0	Selection of population	
31.1	Number of trainees enrolled	90-120 (Number varies)
32.3	Size of waiting list	None
32.4	No. of vacant spaces	20-30
31.2	Population characteristics	
	age range	16 or over
	types of disabilities	Mentally retarded, post mentally ill, socially handicapped, physically handicapped (restricted by architectural barriers)
31.3	Conditions of admission	Need
31.41	Means of setting admission requirements	
31.44	Composition of admissions committee	Administrators, medical personel, therapists.
31.51	Geographic area served	Edmonton and greater area
31.52	Home address of most trainees	Edmonton
31.53	No. served from other areas	None
32.0	Recruitment:Case Finding	
32.1	Referral sources	Vocational rehabilitation agencies, social workers, institutions.
32.2	Effort to recruit trainees	Minimal

Summary of Training and Employment Services Provided by

Sheltered Workshop Society

Vocational Service	Question Number												
	.1 Service is stated in program objectives		.2 Program approach formal incidental none			.3 Provided to all trainees		.4 Major obstacles to service delivery	.6 Consider service to be important		.7 Plans to provide service	.8 Previously provided but service terminated	.91 Service available at other local source
	Yes	No	F	I	N	Yes	No		Yes	No			
41. Pre-vocational Training		X			X		X	———	X		No	No	Yes
42. Vocational Exploration	X		X	X		X		Insuff. time in trainee's schedule. Conflict with other program objectives					
43. Vocational Evaluation	X		X	X		X		———					
44. Work Adjustment Training	X		X	X		X		———					
45. Personal Adjustment Training	X			X			X	Inadequate program design					Yes
46. Vocational skills Training	X			X		X		———					
47. Job placement	X		X	X		X		Insufficient staff to deliver service					
48. Retraining	X		X	X			X	Insufficient staff to deliver service					Yes
49. Vocational counselling	X			X		X		———					
51. Employment	X		X			X		Insufficient funds					
52. Job stabilization	X		X	X		X		———					
Totals	10	1	7	9	1	8	3		1				

Program Objectives and Program Descriptions of

Sheltered Workshop Society

20.1 Major goals and objectives. To place clients into appropriate job situations, and to prevent readmission of clients to Alberta Hospital, Edmonton.

Program Descriptions

41.50 Pre-vocational training. Not provided.

42.50 Vocational exploration. Trainees have exposure and experience of all work activities within the program.

43.50 Vocational evaluation. Have informal evaluation of factors of work adjustment, personal adjustment and vocational skills by situational assessment technique. Have access to clinical assessment services.

44.50 Work adjustment training. Use task analysis, skills of staff, and characteristics of staff and other trainees to affect desired behavioral changes. Great efforts are made to try to place trainees in real situations, using everyday occurrances as teaching situations to try to "de-institutionalize" persons who have been in institutions for up to 20 years.

45.50 Personal adjustment training. Little is done in the workshop. Most is provided by Alberta Hospital Edmonton, in a "day centre" which teaches activities of community adjustment.

46.50 Vocational skills training. Skills training is limited to the activities within the workshop, and is provided only sufficiently to permit trainees to work in the workshop well enough for effective work adjustment to occur. It is not as intensive as "trades training". Trainees perform manual tasks, use jigs, operate machines, make inspections, conduct sales operations and meet the public, depending on the state of progress they have achieved. Work activities include: wood working, picture framing, upholstery, and manufacturing of key cases, etc. Most items are made for public sale; some work is by contract. A psychiatric social worker on staff studies the product market and labor market. Some high functioning trainees have progressed to the Alberta Vocational Centre and NAIT for occupational training.

47.50 Job placement. Placement is provided on a formal basis by carefully matching potential workers with available job openings. Care is taken when discussing placement with management, with particular care paid to "preparing" foremen and fellow workers for impending placement of trainees.

48.50 Retraining. After a trainee returns, careful assessment of the reasons for his return are made, and trainees are recycled in appropriate parts of the basic programs.

49.50 Vocational counselling. Counselling is an integral part of other program elements provided in an incidental pattern.

51.50 Employment. Sheltered employment is provided for those not placeable at pay rates from $0.05 to $0.30 per hour. Trainees are placed on the highest level of work (of which they are capable) that is available in the workshop.

52.50 Job stabilization. Follow-up is provided by staff from the workshop; and the community nursing department of Alberta Hospital Edmonton by continued contact with employer and employee by all available means of feedback until job stabilization is achieved.

61.0 Other vocational services. No other vocational services are provided to trainees, but the Society helps serve as a sales outlet for products from Alberta Hospital Ponoka, Horizons Unlimited, and L'Arche Workshop.

62.0 Support services. Assists in starting residential service for trainees; have a camp program; part time home economist assists in teaching shopping, hygiene home care, etc.

70.0 Problems

Require more staff with tradesmen skills, and more staff and senior planners with empathy and understanding.

70.2 Needs.

Require maintenance of the present facility, and increased space for programming.

80.0 Plans

Rather than increase the size of the program, efforts will be made to increase the flow of trainees through programs. From time to time, new work activities may be added to those presently in the program.

General Description of Program Offered by

Sunrise Ranch

Information Recieved Nov. 13, 1974

Item No.	Item	Description
10.0	General Information	
10.1	Agency	Sunrise Ranch
10.2	Address	Box 1238, Coaldale, Alberta
	Region	
10.3	Director	Robert Harrison
	Title	Ranch Director
10.4	Governing Body	Com-Serv Assoc. of Southern Alberta
11.0	Staff	
11.1	Total Staff	5½
11.2	Vocational Program Staff	5½
11.3	Staff Qualifications	B.A.-Psychology; Construction experience as supervisor, Horticulture technician-2yrs.
12.0	Operating Schedule	
12.1	Staff hours per day	8.5 (8-4:30)
	Trainee hours per day	8.5 (8-4:30)
12.2	Days per week	Monday to Friday
12.3	Operating months per year	12
12.4	Staff holidays per year	Rotated
	Trainee holidays per year	Rotated
13.0	Funding	
13.2	Percent from govt. grants	30%
	Percent from product sales	30%
	Percent from donations	40%
	Percent from other sources	
14.0	Facilities	
14.11	Description of building	Greenhouse & Workshop
14.12	Ownership of building	Owned
14.2	Environmental setting	Agricultural, residential
14.3	Type of furnishings	Light industrial and horticultural
14.4	Other major resources	Truck, garden tractor, farmland
15.0	Transportation to Work	
15.1	Percent of trainees who use:	
	public transit	
	private transport by self	Live in residence next to ranch
	private transport by parent	2
	special bus or other vehicle	2 not in residence-Live in approved homes.
30.0	Population Served	
31.0	Selection of population	
31.1	Number of trainees enrolled	16 & 3 part time
32.3	Size of waiting list	20 (12 from Red Deer; approx. 8 others)
32.4	No. of vacant spaces	Only if they have more staff.
31.2	Population characteristics	
	age range	16 or more
	types of disabilities	Mild and moderately retarded; 3 with psychological problems.
31.3	Conditions of admission	Need. Must have access to program.
31.41	Means of setting admission requirements	Staff and Com-Serv
31.44	Composition of admissions committee	Senior staff
31.51	Geographic area served	From Calgary S. to U.S. border; E. & W. to Sask. & B.C. borders
31.52	Home address of most trainees	Scattered from above area.
31.53	No. served from other areas	2 (1 from Tilley, 1 from Coleman)
32.0	Recruitment:Case Finding	
32.1	Referral sources	Schools, parents, and social workers
32.2	Effort to recruit trainees	

Summary of Training and Employment Services Provided by

Sunrise Ranch

	Question Number												
	.1 Service is stated in program objectives		.2 Program approach formal incidental none			.3 Provided to all trainees		.4 Major obstacles to service delivery	.6 Consider service to be important		.7 Plans to provide service	.8 Previously provided but service terminated	.91 Service available at other local source
Vocational Service	Yes	No	F	I	N	Yes	No		Yes	No			
41. Pre-vocational Training	x		x	x		x		Insufficient staff Insufficient funds					
42. Vocational Exploration	x			x		x							
43. Vocational Evaluation	x		x	x		x		Insufficient staff Insufficient funds					
44. Work Adjustment Training	x		x	x		x							
45. Personal Adjustment Training	x		x	x		x							
46. Vocational skills Training	x		x	x		x		Insufficient staff					
47. Job placement	x			x		x							
48. Retraining	x			x		x							
49. Vocational counselling	x		x	x		x							
51. Employment	x			x		x							
52. Job stabilization	x		x				x						
Totals	11		7	10	0	10	1						No

Program Objectives and Program Descriptions of

Sunrise Ranch

20.1 Major goals and objectives. Vocational training and employment of mentally retarded adults at the highest level of functionong of which they are capable.

Program Descriptions

41.50 Pre-vocational training. Provide structured training to improve interpersonal relationships and reduce attention-seeking behaviors using behavior modification techniques.

42.50 Vocational exploration. Generally limited to exposure to jobs operated by the agency.

43.50 Vocational evaluation. Ongoing, recurring evaluations using the A.F.I. and a battery of clinical tests are used. Clinical work sample, situational assessment and job tryout techniques are used to evaluate factors of work adjustment personal adjustment and work skills.

44.50 Work adjustment training. Includes work habits and work personality using behavior modification techniques, social reinforcement, and granting and withdrawal of privileges.

45.50 Personal adjustment training. Is provided largely over lunch time, with discussions of grooming, hygiene, community awareness, table manners etc.

46.50 Vocational skills training. On-site training occurs in the work activities operated by the agency. These activities include: horticultural production in greenhouses, market gardening, woodwork, industrial assemblies and training of domestic aides. Trainees operate machines (saws, garden tractors) use tools,etc.

47.50 Job placement. Provide occasional job placement as the need occurs by carefully studying the job, the trainee, and matching compatable combinations.

48.50 Retraining. When required trainees are recycled in existing programs.

49.50 Vocational counselling. Is provided as an integral part of work adjustment and personal adjustment training as the need arises.

51.50 Employment. Sheltered employment is provided for those not placeable. Some trainees have been placed in competitive employment using skills learned at the facility.

52.50 Job stabilization. Continued follow-up has been provided for those placed by gradual diminished contact with employer and employee.

61.0 Other vocational services. None.

62.0 Support services. A residential program is provided. Some trainees have received academic upgrading at the community college, through efforts of the agency.

62.2 Volunteers. Supplement springtime labor force in greenhouse.

70.0 Problems
Inadequate funding, and lack of qualified staff.

80.0 Plans
None specified.

General Description of Program Offered by

Swan Industries

Information Recieved Nov. 28, 1974

Item No.	Item	Description
10.0	General Information	
10.1	Agency	Swan Industries
10.2	Address	9614-100 Ave. Grande Prairie
	Region	
10.3	Director	Terry Carter
	Title	Business Manager
10.4	Governing Body	Grande Prairie Association for the Mentally Retarded
11.0	Staff	
11.1	Total Staff	7
11.2	Vocational Program Staff	6
11.3	Staff Qualifications	Carpenter, general work experience.
12.0	Operating Schedule	
12.1	Staff hours per day	8 (9:00-5:00)
	Trainee hours per day	7.5(9:30-5:00)
12.2	Days per week	Monday to Friday
12.3	Operating months per year	12
12.4	Staff holidays per year	Rotated
	Trainee holidays per year	Rotated
13.0	Funding	
13.2	Percent from govt. grants	60%
	Percent from product sales	
	Percent from donations	
	Percent from other sources	40% (last 3 sources together)
14.0	Facilities	
14.11	Description of building	Educational, industrial
14.12	Ownership of building	Owned
14.2	Environmental setting	Residential
14.3	Type of furnishings	Light industrial, crafts
14.4	Other major resources	Bus, garden tractor, mowers.
15.0	Transportation to Work	
15.1	Percent of trainees who use:	
	public transit	
	private transport by self	
	private transport by parent	
	special bus or other vehicle	100%
30.0	Population Served	
31.0	Selection of population	
31.1	Number of trainees enrolled	31
32.3	Size of waiting list	8
32.4	No. of vacant spaces	0
31.2	Population characteristics	
	age range	16 or more
	types of disabilities	Psychological problems, severely and moderately retarded.
31.3	Conditions of admission	Need
31.41	Means of setting admission requirements	Executive of Assoc.
31.44	Composition of admissions committee	Manager, Executive Director, Services for Handicapped.
31.51	Geographic area served	Electoral district of Peace River.
31.52	Home address of most trainees	Grande Prairie and vicinity.
31.53	No. served from other areas	Some
32.0	Recruitment:Case Finding	
32.1	Referral sources	Parents, friends, vocational & rehab. agencies, social workers.
32.2	Effort to recruit trainees	General public education

Summary of Training and Employment Services Provided by

Swan Industries

	Question Number											
	.1 Service is stated in program objectives		.2 Program approach formal incidental none			.3 Provided to all trainees		.4 Major obstacles to service delivery	.6 Consider service to be important		.7 Plans to provide service	.8 Previously provided but service terminated	.91 Service available at other local source
Vocational Service	Yes	No	F	I	N	Yes	No		Yes	No			
41. Pre-vocational Training	X			X		X							
42. Vocational Exploration	X			X		X							
43. Vocational Evaluation	X		X	X		X							
44. Work Adjustment Training	X			X		X		Inadequate program design	X				
45. Personal Adjustment Training	X			X		X		Insufficient staff					
46. Vocational skills Training	X		X	X		X							
47. Job placement	X				X		X	Insufficient staff	X		Yes	No	No
48. Retraining	X			X		X		Insufficient staff					
49. Vocational counselling	X		X			X							
51. Employment	X			X		X							
52. Job stabilization	X				X		X		X		No	No	Yes
Totals	11		3	8	2	9	2		3				

Program Objectives and Program Descriotions of

Swan Industries

20.1 Major goals and objectives. Vocational training for handicapped persons to develop work and daily living skills that will permit them to be employed competitively

Program Descriptions

41.50 Pre-vocational training. Informal delivery of pre-vocational training occurs to overcome deficits in skills that are pre-requisite to effective vocational training.

42.50 Vocational exploration. Limited to work areas provided at the centre.

43.50 Vocational evaluation. Observations made by staff using the situational assessment technique are recorded by the staff team on a regular basis. Assessments include: a review of factor of work adjustment, personal adjustment and vocational skills. Clinical assessments are available from Alberta Mental Health Services.

44.50 Work adjustment training. Is provided informally on work behavior & habits.

45.50 Personal adjustment training. Occasional training in hygiene, and use of money is provided. Additional life skills are taught in the residence where many trainees live.

46.50 Vocational skills training. Skills training occurs on-site in woodworking, packaging, ceramics, minor food service catering, and crafts. Off-site training occurs in janitorial service, lawn care, and snow removal. Trainees perform manual tasks, use jigs, and operate machines.

47.50 Job placement. Staff find openings, select suitable employee, place into the job, and provide on-the-job training if required.

48.50 Retraining. Trainees have been recycled in existing programs.

49.50 Vocational counselling. Informal counselling is provided as an integral part of other programs.

51.50 Employment. Sheltered employment is provided for those who require it. Pay is based on level of work adjustment.

52.50 Job stabilization. None provided.

61.0 Other vocational services. None.

62.0 Support services. Recreational activities after work hours.

70.0 Problems

Insufficient funds for adequate staffing.
Inadequate programs.

70.2 Needs. Better qualified staff.

80.0 Plans

-To continue current programs, and improve them.
-To seek opportunities for placement of trainees in jobs.

General Description of Program Offered by

Vegreville

Information Recieved Nov. 19, 1974

Item No.	Item	Description
10.0	General Information	
10.1	Agency	Vegreville Sheltered Workshop
10.2	Address	Box 898, Vegreville, Alberta
	Region	
10.3	Director	Robert Robert
	Title	Director
10.4	Governing Body	Vegreville Assoc. for Mentally Retarded
11.0	Staff	
11.1	Total Staff	3
11.2	Vocational Program Staff	3
11.3	Staff Qualifications	Technical, upholstery, general experience
12.0	Operating Schedule	
12.1	Staff hours per day	8 (9:00-5:00)
	Trainee hours per day	8 (9:00-5:00)
12.2	Days per week	Monday to Friday
12.3	Operating months per year	12
12.4	Staff holidays per year	Stop functioning for 2 weeks.
	Trainee holidays per year	Stop functioning for 2 weeks.
13.0	Funding	
13.2	Percent from govt. grants	35
	Percent from product sales	25 (hopefully)
	Percent from donations	40
	Percent from other sources	
14.0	Facilities	
14.11	Description of building	Commercial
14.12	Ownership of building	Leased
14.2	Environmental setting	Commercial
14.3	Type of furnishings	Light industrial; crafts
14.4	Other major resources	-
15.0	Transportation to Work	
15.1	Percent of trainees who use:	
	public transit	
	private transport by self	yes
	private transport by parent	yes
	special bus or other vehicle	yes
30.0	Population Served	
31.0	Selection of population	
31.1	Number of trainees enrolled	5-8
32.3	Size of waiting list	12-(Out of town persons waiting for residential accommod.)
32.4	No. of vacant spaces	12
31.2	Population characteristics	
	age range	16 or more
	types of disabilities	Mentally Retarded and any developmental handicap.
31.3	Conditions of admission	Need.
31.41	Means of setting admission requirements	Workshop comittee being formed.
31.44	Composition of admissions committee	Community composite
31.51	Geographic area served	Within 25 mile radius of Vegreville
31.52	Home address of most trainees	Vegreville
31.53	No. served from other areas	None
32.0	Recruitment:Case Finding	
32.1	Referral sources	Parents, friends, Health Unit, Social Workers
32.2	Effort to recruit trainees	Modest; most by referral.

Summary of Training and Employment Services Provided by

Vegreville Sheltered Workshop

	Question Number												
	.1 Service is stated in program objectives		.2 Program approach formal incidental none			.3 Provided to all trainees		.4 Major obstacles to service delivery	.6 Consider service to be important		.7 Plans to provide service	.8 Previously provided but service terminated	.91 Service available at other local source
Vocational Service	Yes	No	F	I	N	Yes	No		Yes	No			
41. Pre-vocational Training	X			X		X							
42. Vocational Exploration	X			X			X						No
43. Vocational Evaluation	X			X		X		Inadequate program Inadequate techniques Inadequate staff					
44. Work Adjustment Training	X			X		X							
45. Personal Adjustment Training	X			X			X						No
46. Vocational skills Training	X			X		X		Too early to tell new program					
47. Job placement	X				X		X		X		Yes	No	No
48. Retraining	X				X		X	Totally new program	X		Yes	No	No
49. Vocational counselling	X			X		X		Inadequate design Inadequate staff					
51. Employment	X				X		X		X		Yes	No	No
52. Job stabilization	X				X		X		X		Yes	No	No
Totals	11			7	4	4	7		4				

Program Objectives and Program Descriptions of

Vegreville Sheltered Workshop

20.1 Major goals and objectives. None stated. (Program has only operated for a few weeks).

Program Descriptions

41.50 Pre-vocational training. Minimal service; program just commenced.
42.50 Vocational exploration. As above.
43.50 Vocational evaluation. Have commenced informal observation of work habits, skills and behaviors using a situational assessment technique.
44.50 Work adjustment training. Consists of general encouragement and social reinforcement of appropriate behaviors.
45.50 Personal adjustment training. General, non-structured improvement of hygiene, grooming, and daily living skills.
46.50 Vocational skills training. Teaching of skills in upholstery, making decorative cushions, hooking of rugs and general crafts has just begun.
47.50 Job placement. Not yet provided.
48.50 Retraining. Not yet provided.
49.50 Vocational counselling. Minimal opportunity to provide counselling to date.
51.50 Employment. Not provided.
52.50 Job stabilization. Not yet provided.

61.0 Other vocational services. None.
62.0 Support services. None at present.

70.0 Problems
Staff inexperienced in working with handicapped persons.

80.0 Plans
Planning for a residence and social program.

General Description of Program Offered by

V R R I

Information Recieved Nov. 7, 1974

Item No.	Item	Description
10.0	General Information	
10.1	Agency	Vocational Rehabilitation and Research Institute
10.2	Address	3304-33 St. N.W. Calgary, Alberta
	Region	
10.3	Director	Dr. Roy I. Brown
	Title	Executive Director
10.4	Governing Body	Board of Directors
11.0	Staff	
11.1	Total Staff	100
11.2	Vocational Program Staff	70
11.3	Staff Qualifications	Ranges from Ph.D. to general work experience
12.0	Operating Schedule	
12.1	Staff hours per day	8 (8:00-4:00)
	Trainee hours per day	7.75 (8:15-4:00)
12.2	Days per week	Monday to Friday (Bottle depot and Service Stat. open Sat.)
12.3	Operating months per year	12
12.4	Staff holidays per year	Rotated
	Trainee holidays per year	Holidays upon request.
13.0	Funding	
13.2	Percent from govt. grants	80%
	Percent from product sales	20%
	Percent from donations	
	Percent from other sources	
14.0	Facilities	
14.11	Description of building	Educational, industrial, residential, recreational
14.12	Ownership of building	Owned
14.2	Environmental setting	Educational/community
14.3	Type of furnishings	Educational, light industrial, commercial, residential
14.4	Other major resources	Van, truck
15.0	Transportation to Work	
15.1	Percent of trainees who use:	
	public transit	wherever possible
	private transport by self	
	private transport by parent	
	special bus or other vehicle	A few
30.0	Population Served	
31.0	Selection of population	
31.1	Number of trainees enrolled	
32.3	Size of waiting list	100
32.4	No. of vacant spaces	50 in new wing
31.2	Population characteristics	
	age range	16 or more
	types of disabilities	Developmentally disabled, those able to do skilled or semi-skilled labor. Some cerebral palsy.
31.3	Conditions of admission	Need
31.41	Means of setting admission requirements	Staff
31.44	Composition of admissions committee	Staff
31.51	Geographic area served	Alberta
31.52	Home address of most trainees	Southern Alberta & Calgary
31.53	No. served from other areas	1 or 2 from Northwest Territories.
32.0	Recruitment:Case Finding	
32.1	Referral sources	Schools, School Boards, Special Classes, Medical Services, Services for Handicapped Parents & friends.
32.2.	Effort to recruit trainees	Relationships with other Referral Agencies.

Summary of Training and Employment Services Provided by

VRRI

Vocational Service	.1 Service is stated in program objectives		.2 Program approach formal incidental none			.3 Provided to all trainees		.4 Major obstacles to service delivery	.6 Consider service to be important		.7 Plans to provide service	.8 Previously provided but service terminated	.91 Service available at other local source
	Yes	No	F	I	N	Yes	No		Yes	No			
41. Pre-vocational Training	X		X			X		Inadequate funds Insufficient programs					
42. Vocational Exploration	X		X			X							
43. Vocational Evaluation	X		X	X		X							
44. Work Adjustment Training	X		X	X		X							
45. Personal Adjustment Training	X		X			X		Inadequate program Inadequate funds					
46. Vocational skills Training	X		X	X		X							
47. Job placement	X		X			X		Inadequate techniques Insufficient trainees					
48. Retraining	X			X		X							
49. Vocational counselling	X		X	X		X							
51. Employment	X		X	X		X							
52. Job stabilization	X		X			X							
Totals	11		10	6		11							

Program Objectives and Program Descriptions of

Vocational Rehabilitation andResearch Institute

Introduction

The Vocational and Rehabilitation Research Institute was formed under the Societies Act of Alberta in July, 1966. The Research Institute is related to the University of Calgary by formal agreement, and located on the research park adjacent to the University.

The founding bodies of VRRI are the University of Calgary, the Canadian Association for the Mentally Retarded, and the Active 20/30 Club of Calgary.

The physical plant includes some 83,700 square feet which includes workshops, classrooms, a recreation area, a residence, and office space. The first trainees entered the program in 1969.

20.1 Major goals and objectives.

The VRRI is a research and demonstration facility for developmentally handicapped adults. Its objectives and aims are summarized in the Constitution as follows:

(a) General: by means of a professionally coordinated research program, to develop and communicate new techniques to training centres for the handicapped, to sheltered workshops, to industry employing the handicapped and to other organizations and individuals; the training, assessment and rehabilitation of chronically unemployed handicapped persons whose disabilities are of developmental origin.

Additional specific goal statements include:

-The application of research to practise.

-To find, monitor and improve programs, and make them available to the community.

-To train university and other students to work in the field of rehabilitation.

-To provide service to trainees in the areas of vocational training and placement, recreation, and residential skills.

Program Descriptions

41.50 Pre-vocational training. This program is concerned with basic social and physical skill development in a group of severely-moderately retarded trainees who until present have been regarded in Alberta as unrehabilitable Areas of development include: language skills, attention, dressing, home living skills, use of simple tools, sorting and classifying, and basic motor skills.

42.50 Vocational exploration. Most exploratory experiences provided by VRRI are limited to the work activities at the institute.

43.50 Vocational evaluation. Each person referred to VRRI is given a functional assessment in the areas of vocational, social, medical, educational, community and residential skills for two weeks. The progress of persons in programs is reviewed monthly, and in some programs weekly using the Adaptive Functioning Index, which was devised and published by VRRI, or Gunzberg's Progress Assessment Charts. Assessments are reviewed regularly in order to guage development, and plan further programs. Assessments which are conducted by clinical work sample, situational assessment and job tryout techniques evaluate vocational skills and aptitudes.

44.50 Work adjustment training. The work adjustment program consists of structured training in work habits and behavior which varies according to individual need. Regular use of techniques such as incentive schemes, task analysis, and carefully administered reinforcements are characteristic of the program.

45.50 Personal adjustment training. Extensive, structured personal adjustment training occurs in social education, home living skills, and recreation programs.

46.50 Vocational skills training. Skills training is provided on the jobs performed within the Institute. The objective is to teach general work skills rather than specific jobs. Specific skills training is provided for those being prepared for particular jobs. Work activities include manual, jogged, and machine operations in electrical assembly, plastics assembly and packaging, coupon sorting service, janitorial service, food service, motor vehicle service, horticultural work, and a container refund depot.

47.50 Job placement. Formal job placement efforts include: assessment of trainees abilities and readiness, identification of suitable jobs in the community, and intensive preparation of the trainee (on the job sit or at VRRI) for specific jobs. This training includes: training in social aspects of vocational life, eg. payroll deductions, appropriate work behavior, liesure time activities. Placement staff are also responsible for supervising and following up over 125 trainees in a variety of community living environments.

48.50 Retraining. Any trainee who has been placed in community work may return and be placed in an extension of his initial program. Often placement staff doing follow-up work identify potential failures (usually from inadequate personal and work adjustment) and assist in having trainees return to the Institute for additional training.

49.50 Vocational counselling. Counselling by qualified staff is provided formally, individually or in group settings. Informal counselling is an integral part of most programs.

51.50 Employment. Trainees may be placed individually in employment in the community which is competitive; by groups in sheltered employment in the community (with or without the presence of a supervisor from VRRI) or in sheltered employment in the workshop. Workers are paid full pay, or according to productivity and behavior, depending upon the circumstances surrounding the placement. Most placements have been in competitive employment. Workers in the service station operated by VRRI work alongside non-handicapped workers who serve as models.

52.50 Job stabilization. Follow-up service is an integral part of the placement staff responsibility. Regular contact with the employee and employer is maintained over an extended period to assist in attaining job stabilization. A success rate of 80% has been achieved by placement staff. Trainees who have "placed themselves" maintain about a 40% stabilization rate.

61.0 Other vocational services. None.

62.0 Support services. Extensive programs are operating at VRRI, in research of rehabilitation techniques, home living skills, residential service, social education, recreation, parent training, and training of rehabilitation staff.

62.2 Extensive use is made of volunteers who receive an orientation from a full time volunteer coordinator. Many volunteers are students from the University of Calgary and Mount Royal College who are engaged in practicums in rehabilitation, social work, education, computer assisted instruction, and other programs.

70.0 Problems
None specified

70.2 Needs
More individualized programming; increased service to parents; more residential spaces; a wider range of vocational activities; more equipment oriented work; a small unit offering 24 hr. per day service for extreme cases, available to all community agencies to help retain persons in community services.

80.0 Plans
An addition to the facility to accommodate motor training, computer assisted instruction, and parent/trainee work.

General Description of Program Offered by

W I R T C

Information Recieved Nov. 1, 1974

Item No.	Item	Description
10.0	General Information	
10.1	Agency	Western Industrial Research and Training Centre
10.2	Address	13325 St. Albert Trail, Edmonton, Alberta
	Region	Edmonton
10.3	Director	Dr. H. D. Tichenor
	Title	Executive Director
10.4	Governing Body	Board of Governors
11.0	Staff	
11.1	Total Staff	34
11.2	Vocational Program Staff	26
11.3	Staff Qualifications	PhD's, tradesmen, technicians, persons with general experience in industry or with the mentally retarded.
12.0	Operating Schedule	
12.1	Staff hours per day	8.25 (7:45-4:00)
	Trainee hours per day	6.5 (8:30-3:00)
12.2	Days per week	Monday to Friday
12.3	Operating months per year	12
12.4	Staff holidays per year	Rotated
	Trainee holidays per year	Rotated
13.0	Funding	
13.2	Percent from govt. grants	70
	Percent from product sales	30
	Percent from donations	-
	Percent from other sources	-
14.0	Facilities	
14.11	Description of building	Educational, light industrial
14.12	Ownership of building	Owned
14.2	Environmental setting	Light industrial, Commercial
14.3	Type of furnishings	Light industrial
14.4	Other major resources	None
15.0	Transportation to Work	
15.1	Percent of trainees who use:	
	public transit	
	private transport by self	
	private transport by parent	
	special bus or other vehicle	100%(with minor exceptions)
30.0	Population Served	
31.0	Selection of population	
31.1	Number of trainees enrolled	232 (220 on site, 12 off site)
32.3	Size of waiting list	0 (23 applications in process)
32.4	No. of vacant spaces	0
31.2	Population characteristics	
	age range	16 and older
	types of disabilities	Moderately and severely retarded. Some deaf; phys. disabled.
31.3	Conditions of admission	Need. Legal residents of Alberta. (some exceptions)
31.41	Means of setting admission requirements	Board of Governors.
31.44	Composition of admissions committee	Senior professional staff.
31.51	Geographic area served	All of Alberta
31.52	Home address of most trainees	55% from immediate Edmonton area, 45% from other areas.
31.53	No. served from other areas	3 or 4 from N.W.T.
32.0	Recruitment:Case Finding	
32.1	Referral sources	parents, vocational rehabil. agencies, social workers, Winnifred Stewart School.
32.2	Effort to recruit trainees	None.

Summary of Training and Employment Services Provided by

WIRTC

Vocational Service	Question Number												
	.1 Service is stated in program objectives		.2 Program approach formal incidental none			.3 Provided to all trainees		.4 Major obstacles to service delivery	.6 Consider service to be important		.7 Plans to provide service	.8 Previously provided but service terminated	.91 Service available at other local source
	Yes	No	F	I	N	Yes	No		Yes	No			
41. Pre-vocational Training	X			X		X		——					
42. Vocational Exploration	X		X			X		Insuff. time in trainee's schedule; conflict with other prog. objectives					
43. Vocational Evaluation	X		X			X		Inadequate program design					
44. Work Adjustment Training	X		X			X		Inadequate methods Inadequate staff					
45. Personal Adjustment Training	X			X		X		Inadequate program design					
46. Vocational skills Training	X		X			X		Inadequate program design					
47. Job placement	X		X				X	Inadequate program design					Yes
48. Retraining	X		X			X		——					
49. Vocational counselling	X			X		X		——					
51. Employment	X		X				X	Insufficient job opportunities					Yes
52. Job stabilization	X		X			X							
Totals	11		8	3		9	2						

Program Objectives and Program Descriptions of

Western Industrial Research and Training Centre

20.1 Major goals and objectives.
-To research and develop training programs in vocational rehabilitation.
-To train handicapped individuals in vocational skills that are at a technical level.
-To provide employment in either in-house competitive employment or outside placement in industrial sites.

Program Descriptions

41.50 Pre-vocational training. Some pre-vocational training is done as an incidental result of other programs. It is expected that most pre-vocational training will have been done by parents and schools prior to admission to WIRTC.

42.50 Vocational exploration. Trainees are scheduled to rotate on a number of work stations for exploration in the jobs performed in the centre. Formal exploration is limited to the jobs within the centre.

43.50 Vocational evaluation. Formal evaluations are conducted using: the vocational and some parts of the residential Adaptive Functioning Index; discussions with parents; I.Q. tests; interviews to assess emotional stability; Wide Range Achievement Test (WRAT); and dexterity and coordination tests for selected applicants. Using the situational assessment and job sample techniques, continuous observations are maintained and records of performance and behavior maintained at each work station. The total evaluation process covers all factors of work adjustment, personal adjustment and vocational skills.

44.50 Work adjustment training. Is structured into the work environment and occurs in the work situation. A list of competencies of work adjustment is being compiled to use as a check list.

45.50 Personal adjustment training. Is provided as an incidental result of interaction between trainees and supervisors covering hygiene, grooming, appearance, and cashing of cheques. Additional formal programming is under consideration.

46.50 Vocational skills training. Extensive skills training is provided in a number of technologies. Competencies have been defined for a large number of jobs at various levels of complexity. Trainees assigned to a particular work area develop competencies which gradually lead toward employability. When an individual achieves 85% of the competencies for a particular job, he is considered [illegible] be employable. Emphasis for individuals at that state of progress then shifts to speed with the ultimate production goal equal to that of a normal worker. Training occurs in the following technologies: printing, including photography, composition, press operation, and bindery operations; electronics, including assemblies, printed circuit board stuffing, and modification work to existing devices; plastics, including manufacturing by several techniques (injection molding, blow molding, extrusion, vacuum forming, etc.) assemblies and packaging; grinding of optical lenses; and miscellaneous sorting, assembly and packaging jobs. The level of complexity of tasks includes manual tasks, manual tasks using jigs, operation of simple and complex machines, inspections for quality control, and assistant supervisors and assistant instructors.

47.50 Job placement. competitive employment is sought in the technologies in which trainees have developed competencies. About 10 to 15% of those trained are presently considered to be employable in competitive industry.

48.50 Retraining. Trainees may return at any time and be recycled in any existing program. Some Saturday morning or evening sessions are being planned to reduce the potential number of persons being retrained due to incomplete job stabilization.

49.50 Vocational counselling. Is provided informally as an integral part of most programs.

51.50 Employment. A number of trainees have been placed in competitive employment in the open labour market in technologies for which they have received training. Others have been placed in competitive jobs within the facility. Sheltered employment is provided for many trainees whose productivity ranges from 20% to 60% of that of a normal worker in industry. Work activity or training is available for those producing less than 20% of standard. Trainees are paid according to competency and performance.

52.50 Job stabilization. Follow-up is maintained by weekly contact with employees and employers, and families in some instances. Evening and Saturday sessions are being set up to provide additional time for feed back, and assistance to those who require assistance in job stabilization.

61.0 Other vocational services. None.

62.0 Support services. Daily transportation for most trainees.

70.0 **Problems**

The major problem is the difficulty encountered in providing an effective, individualized, challenging program for each individual trainee. This is primarily due to the lack of well qualified staff, and the lack of adequately designed programs.

80.0 **Plans**

An expanded program of personal adjustment is planned to provide time for selected trainees to receive ½ day of training per week in daily living and social skills that are important to "survival" in employment.

APPENDIX C

THE INTERVIEW SCHEDULE

SURVEY OF VOCATIONAL TRAINING CENTRES AND SHELTERED WORKSHOPS PROVIDING VOCATIONAL SERVICES TO MENTALLY RETARDED ADULTS IN ALBERTA

Interviewer: .... Date: ....

Respondant: ....

10.0 GENERAL INFORMATION

10,1 Name of Agency ....
10.2 Address ....
Phone ....
10.3 Director .... Position ....
10.4 Governing or sponsoring body
    society or association
    private organization ....
    provincial govt.
    municipal govt. ....
    other (specify)

11.0 STAFF

11.1 Total staff employed ....
11.2 No. staff working directly in vocational program direction and operation ....
11.3 Qualifications required or held by staff who direct and operate the program?
    University
    Technical
    Other

12.0 OPERATING SCHEDULE

12.1 What are the hours of daily program operation?
Staff - ; trainees - .;
12.2 Which days of the week does the program operate? S M T W R F S
12.3 How many months a year does the agency operate its programs?
12.4 Holidays — How are holidays timetabled?
    staff:
    trainees:

13.0 FUNDING

13.1 What are the main sources of funds for operating the agency? %
    govt. grants
    receipts from sale of goods and services
    donations
    other (specify)
13.2 Approximately what percentage of total income comes from each source?

14.0 FACILITIES

14.1 Buildings
14.11 General description of building
    educational industrial
    commercial residential
14.12 Is the building(s) owned leased rented by the agency?

14.2 What is the environmental setting of the facility?
14.3 General description of contents — equipment, furnishings, etc.
    educational
    heavy industrial
    light industrial
    commercial
    residential
    other
14.4 What other major facilities or resources does the agency have?

....

15.0 TRANSPORTATION

15.1 How do the trainees travel to and from the agency?

public transit	% using each mode of travel?
private transport by self (walk, bicycle, car, motorbike)	
by parents or family or guardian	
by special bus or other vehicle	

20.0 GOALS AND OBJECTIVES

20.1 What are the major goals and objectives of the agency?

....

....

....

....

....

....

....

....

30.0 POPULATION SERVED

31.0 SELECTION OF POPULATION THAT IS SERVED

31.1 How many trainees are receiving services from this agency? . . . .

31.2 Admission requirements – population characteristics
    age range
    types and degrees of abilities of trainees

    other

31.3 Conditions of admission
    fees
    transportation (daily)
    residential
    other

31.4 Changes in admission requirements

31.41 How are the admission requirements set?

31.42 Past – Were the admission requirements once different from those now in force?
    What changes were made, and when were they made?

31.43 Future – Are any changes being planned in the admission requirements?

31.44 Describe the composition of the admissions committee.
(parents, administrators, professionals, medical personnel, teachers, therapists, business, industrialists, union rep., etc.)

31.5 Catchment area

31.51 What is the geographic catchment area served by the agency?

31.52 From what part(s) of the catchment area do the majority of trainees come?

31.53 Are any trainees being served who come from outside the catchment area?

32.0 RECRUITMENT: CASE FINDING

32.1 How are potential trainees referred to the agency?

self referral
parents, friends
manpower
voc. rehab. agencies
social workers
schools
institutions
other (specify)

32.2 What effort, if any, does the agency make to seek out potential trainees?

. . . .

. . . .

. . . .

32.3 Is there a list of trainees waiting to receive services?
How large is the list?

. . . .

32.4 Could the agency serve more trainees at the present time?
How many?

. . . .

. . . .

40.0 TRAINING SERVICES PROVIDED

40.1 What are the training goals of the agency?

41.0 PRE–VOCATIONAL TRAINING

Agency:
Respondant: .... Date: ....

41.1 Does the agency have provision of pre-vocational training as one of its stated objectives?

Pre-vocational training refers to the process of providing training activities designed to prepare individuals to make maximum use of vocational training and work opportunities. Includes items such as: self awareness, self concept, self worth, awareness of work, adequate behavior (appropriate motivations and constraints), self help skills, etc.

Yes
No

41.2 Is pre-vocational training provided by a formal or incidental approach or not at all?

Formal: Deliberately planned, directed, and executed action to ensure service delivery.
Incidental: Non-deliberate, non-directed program component where results are achieved as a subordinate result of other programs.
(Note: Provision of this service may be a formal program goal or objective, but met by a formal or informal programming technique.)

Formal
Incidental
None go to 41.6

41.3 Is the agency able to provide pre-vocational training to all its trainees who have need for such a service?

Yes
No

41.4 What are the major obstacles to provision of pre-vocational training to all trainees who need it?

Identification of type and degree of service that trainees require
Inadequate program design (curriculum content)
Inadequate techniques of service delivery (methods)
Insufficient qualified staff to deliver the service
Insufficient time in trainee's schedule
Conflict with other program objectives
Other (specify)

....

41.50 DESCRIPTION OF THE PRE–VOCATIONAL TRAINING PROGRAM

41.51 What are the objectives of the agency's pre-vocational training program?

....

....

....

....

....

41.52 Briefly describe the pre-vocational training program offered by this agency.

....

....

....

....

....

....

go to 41.9

Agency.

41.6 Does the agency consider the provision of pre-vocational training to be important? Yes No

41.7 Does the agency have specific plans to begin providing pre-vocational training? Yes No

41.8 Did the agency ever provide pre-vocational training previously, and terminate that service? Yes No

41.81 What were the reasons for terminating that service?

....

41.9 Receiving pre-vocational training from other local sources

41.91 Are your trainees able to receive pre-vocational training from other agencies in the community? Yes No end

41.92 What other local agencies provide pre-vocational training that your trainees have access to?

....

....

....

By whom?

41.93 How are your trainees referred to them for pre-vocational training?

....

....

41.94 Briefly describe the pre-vocational training that the other agencies provide.

....

....

....

....

41.95 What agency do you feel can best provide effective pre-vocational training?

....

....

....

42.0 VOCATIONAL EXPLORATION

Agency:
Respondant: . . . . Date: . . . .

42.1 Does the agency have provision of vocational exploration as one of its stated objectives?
Vocational exploration is the process by which persons acquire occupational information and an understanding of real working conditions and jobs so that he can evaluate his own interest, potential, and performance.

Yes
No

42.2 Is vocational exploration provided by a formal or incidental approach or not at all?
Formal: Deliberately planned, directed, and executed action to ensure service delivery.
Incidental: Non-deliberate, non-directed program component where results are achieved as a subordinate result of other programs.
(Note: Provision of this service may be a formal program goal or objective, but met by a formal or informal programming technique.)

Formal
Incidental
None go to 42.6

42.3 Is the agency able to provide vocational exploration to all its trainees who have need for such a service?

Yes
No

42.4 What are the major obstacles to provision of vocational exploration to all trainees who need it?
Identification of type and degree of service that trainees require
Inadequate program design (curriculum content)
Inadequate techniques of service delivery (methods)
Insufficient qualified staff to deliver the service
Insufficient time in trainee's schedule
Conflict with other program objectives
Other (specify)

. . . .

42.50 DESCRIPTION OF THE VOCATIONAL EXPLORATION PROGRAM

42.51 How do your trainees acquire information about various types of jobs?

42.52 What exposure do the trainees get to real jobs and working conditions?

42.53 What opportunity is there for trainees to be introduced to jobs other than those you provide?

42.54 What input do trainees have relative to final area(s) selected for training or employment?

42.55 Other information go to 42.9

VOCATIONAL EXPLORATION

Agency:

42.6 Does the agency consider the provision of vocational exploration to be important? Yes No

42.7 Does the agency have specific plans to begin providing vocational exploration ? Yes No

42.8 Did the agency ever provide vocational exploration previously, and terminate that service? Yes No

42.81 What were the reasons for terminating that service?

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42.9 Receiving vocational exploration experiences from other local sources

Are your trainees able to receive vocational exploration from other agencies in the community? Yes No End

42.92 What other local agencies provide vocational exploration that your trainees have access to?

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By whom

42.93 How are your trainees referred to them for service?

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42.94 Briefly describe the vocational exploration experiences that the other agencies provide.

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42.95 What agency do you feel can best provide effective vocational exploration?

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43.0 VOCATIONAL EVALUATION

Agency:
Respondant: .... Date: ....

43.1 Does the agency have provision of vocational evaluation as one of its stated objectives?
Yes
No

Vocational evaluation is the process of assessing skills, aptitudes, attitudes, performance, etc. of an individual.

1. Initial —done at intake so that an appropriate program can be designed.
2. Interim —to measure trainee progress, program effectivness, etc.
3. Pre-placement —to determine trainee readiness for placement.
4. Post placement —to determine worker competance and adjustmen after placement.

43.2 Is vocational evaluation provided by a formal or incidental approach or not at all?
Formal
Incidental
None go to 43.6

Formal: Deliberately planned, directed, and executed action to ensure service delivery.
Incidental: Non-deliberate, non-directed program component where results are achieved as a subordinate result of other programs.
(Note: Provision of this service may be a formal program goal or objective, but met by a formal or informal programming technique.)

43.3 Is the agency able to provide vocational evaluation to all its trainees who have need for such a service?
Yes
No

43.4 What are the major obstacles to provision of vocational evaluation to all trainees who need it?
Identification of type and degree of service that trainees require
Inadequate program design (curriculum content)
Inadequate techniques of service delivery (methods)
Insufficient qualified staff to deliver the service
Insufficient time in trainee's schedule
Conflict with other program objectives
Other (specify)

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43.50 DESCRIPTION OF THE VOCATIONAL EVALUATION PROGRAM

43.51 What vocational evaluations are used to assess trainees before, during, and after training?
What factors are assessed?
What evaluative techniques are used?

go to 43 9

VOCATIONAL EVALUATION

Agency:

43.6 Does the agency consider the provision of vocational evaluation to be important?
Yes
No

43.7 Does the agency have specific plans to begin providing vocational evaluation?
Yes
No

43.8 Did the agency ever provide vocational evaluation previously, and terminate that service?
Yes
No

43.81 What were the reasons for terminating that service?

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43.9 Receiving vocational evaluation from other local sources

43.91 Are your trainees able to receive vocational evaluation from other agencies in the community?
Yes
No end

43.92 What other local agencies provide vocational evaluation that your trainees have access to?

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By whom

43.93 How are your trainees referred to them for service?

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43.94 Briefly describe the vocational evaluation that the other agencies provide.

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43.95 What agency do you feel can best provide effective vocational evaluation?

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44.0 WORK ADJUSTMENT TRAINING

Agency:
Respondant: . . . . Date: . . . .

44.1 Does the agency have provision of work adjustment training as one of its stated objectives?
Yes
No

Work adjustment training – program to assist trainees to develop work related skills, habits, and attitudes such as:
work personality – positive response to direction, supervision and correction

co–worker interpersonal relationships
work tolerance, perseverance, physical stamina, etc.

work habits – punctuality, attendence, reliability, attentiveness, consistancy
independence, self-reliance, motivation, accuracy, productivity, pacing.

44.2 Is work adjustment training provided by a formal or incidental approach or not at all?
Formal
Incidental
None go to 44.6

Formal: Deliberately planned, directed, and executed action to ensure service delivery.
Incidental: Non-deliberate, non-directed program component where results are achieved as a subordinate result of other programs.
(Note: Provision of this service may be a formal program goal or objective, but met by a formal or informal programming technique.)

44.3 Is the agency able to provide work adjustment training to all its trainees who have need for such a service?
Yes
No

44.4 What are the major obstacles to provision of work adjustment training to all trainees who need it?
Identification of type and degree of service that trainees require
Inadequate program design (curriculum content)
Inadequate techniques of service delivery (methods)
Insufficient qualified staff to deliver the service
Insufficient time in trainee's schedule
Conflict with other program objectives
Other (specify)

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44.50 DESCRIPTION OF THE WORK ADJUSTMENT PROGRAM

44.51 Would you describe your work adjustment training program? What elements does it contain?

44.52 Do you use any specific behavior modification, precision teaching, or incentive schemes or other similar techniques? task analysis

go to 44.9

WORK ADJUSTMENT TRAINING

Agency:

44.6	Does the agency consider the provision of work adjustment training to be important?	Yes No
44.7	Does the agency have specific plans to begin providing work adjustment training ?	Yes No
44.8	Did the agency ever provide work adjustment training previously, and terminate that service?	Yes No
44.81	What were the reasons for terminating that service?	

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44.9 Receiving work adjustment training from other local sources

44.91	Are your trainees able to receive work adjustment training from other agencies in the community?	Yes No end

44.92 What other local agencies provide work adjustment training that your trainees have access to?

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By whom

44.93 How are your trainees referred to them for service?

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44.94 Briefly describe the work adjustment training that the other agencies provide.

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44.95 What agency do you feel can best provide effective work adjustment training?

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45.0 PERSONAL ADJUSTMENT TRAINING

Agency:
Respondant: .... Date: ....

45.1 Does the agency have provision of personal adjustment training as one of its stated objectives?
Yes
No

Personal adjustment training – program to assist trainees in developing social skills more directly related to his own personal life that to on-the-job experiences, but which have a direct bearing on vocational success. Includes items such as: hygiene, grooming, appearance, community awareness, use of community services, budgeting, use of liesure time, family and social relationships, etc.

45.2 Is personal adjustment training provided by a formal or incidental approach or not at all?
Formal
Incidental
None go to 45.6

Formal: Deliberately planned, directed, and executed action to ensure service delivery.
Incidental: Non-deliberate, non-directed program component where results are achieved as a subordinate result of other programs.
(Note: Provision of this service may be a formal program goal or objective, but met by a formal or informal programming technique.)

45.3 Is the agency able to provide personal adjustment training to all its trainees who have need for such a service?
Yes
No

45.4 What are the major obstacles to provision of personal adjustment training to all trainees who need it?
Identification of type and degree of service that trainees require
Inadequate program design (curriculum content)
Inadequate techniques of service delivery (methods)
Insufficient qualified staff to deliver the service
Insufficient time in trainee's schedule
Conflict with other program objectives
Other (specify)

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45.50 DESCRIPTION OF THE PERSONAL ADJUSTMENT PROGRAM

45.51 Would you describe the personal adjustment training program which you use?
What elements does it contain?
When is it scheduled into the timetable?
At what stage in the trainees development is it emphasized?
What techniques does the agency use?

go to 45.9

PERSONAL ADJUSTMENT TRAINING

Agency:

45.6 Does the agency consider the provision of personal adjustment training to be important? Yes No

45.7 Does the agency have specific plans to begin providing personal adjustment training? Yes No

45.8 Did the agency ever provide personal adjustment training previous and terminate that service? Yes No

45.81 What were the reasons for terminating that service?

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45.9 Receiving personal adjustment training from other local sources

45.91 Are your trainees able to receive personal adjustment training from other agencies in the community? Yes No end

45.92 What other local agencies provide personal adjustment training that your trainees have access to?

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By whom

45.93 How are your trainees referred to them for service?

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45.94 Briefly describe the personal adjustment training that the other agencies provide.

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45.95 What agency do you feel can best provide effective personal adjustment training?

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46.0 SKILLS TRAINING

Agency:
Respondant: . . . . Date: . . . .

46.1 Does the agency have provision of skills training as one of its stated objectives?
Skills training is the process of teaching skills which are marketable. The person is made employable by becoming proficient. (includes homemaking skills)

Yes
No

46.2 Is skills training provided by a formal or incidental approach or not at all?
Formal: Deliberately planned, directed, and executed action to ensure service delivery.
Incidental: Non-deliberate, non-directed program component where results are achieved as a subordinate result of other programs.
(Note: Provision of this service may be a formal program goal or objective, but met by a formal or informal programming technique.)

Formal
Incidental
None go to 46.6

46.3 Is the agency able to provide skills training to all its trainees who have need for such a service?

Yes
No

46.4 What are the major obstacles to provision of skills training to all trainees who need it?
Identification of type and degree of service that trainees require
Inadequate program design (curriculum content)
Inadequate techniques of service delivery (methods)
Insufficient qualified staff to deliver the service
Insufficient time in trainee's schedule
Conflict with other program objectives
Other (specify)

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46.50 DESCRIPTION OF THE SKILLS TRAINING PROGRAM

46.51 Is skills training conducted on or off – site?

On site
Off site
Both

46.52 General description – structure, techniques, routes, schedules, duration, enrollments, etc.

Does the agency issue any type of certificate of competence to trainees who have mastered particular skills or completed major segments of training?

(Questions 46.54 to 46.59 refer to both on-site and off-site programs.)

46.53 Off–site skills training: Where is it conducted? Who instructs there?
What teaching techniques are used? What is the content?
Is it done in a realistic setting?

46.54 Content: describe the work areas and skills taught.
manufacturing, assemblies, packaging, technical skills, services, etc.

46.55 Level of skills – what levels of skills are taught ?

Consider complexity of tasks, judgement or decisions required, dexterity, strength, etc.
Use descriptors such as manual, manual with jigs, machine operations, inspections, supervision, instructing, etc.

46.56

Levels of Mechanization	Examples	Comments (prevalence, etc.)
manual tasks		
tasks using jigs and fixtures		
manually operated machines		
semi–automatic equipment		
automatic equipment		
other		

46.57 Is there a market for the skills being taught? (Business, home, industry, etc.)
(Has the agency researched or surveyed the local employment market to determine which types of training provide optimum potential for trainee placement?)

46.58 Will the skills learned prepare the trainees for a specific occupation or job? Which occupations or jobs?

What skills do trainees learn that generalize across several jobs or tasks?

46.59 To what extent does the agency make use of skills training programs operated by federal and provincial manpower programs?

go to 46.9

SKILLS TRAINING

Agency:

46.6 Does the agency consider the provision of skills training to be important? Yes No

46.7 Does the agency have specific plans to begin providing skills training? Yes No

46.8 Did the agency ever provide skills training previously, and terminate that service? Yes No

46.81 What were the reasons for terminating that service?

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46.9 Receiving skills training from other local sources

46.91 Are your trainees able to receive skills training from other agencies in the community? Yes No end

46.92 What other local agencies provide skills training that your trainees have access to?

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By whom

46.93 How are your trainees referred to them for service?

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46.94 Briefly describe the skills training that the other agencies provide.

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46.95 What agency do you feel can best provide effective skills training?

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47.0 JOB PLACEMENT

Agency:
Respondant: .... Date: ....

47.1 Does the agency have provision of job placement as one of its stated objectives?
Yes
No

Job placement is the process of matching the needs, skills and potentials of a trainee with the demands of a particular job so that the trainee is successfully accpeted for the job.

47.2 Is job placement provided by a formal or incidental approach or not at all?
Formal
Incidental
None go to 47.6

Formal: Deliberately planned, directed, and executed action to ensure service delivery.
Incidental: Non-deliberate, non-directed program component where results are achieved as a subordinate result of other programs.
(Note: Provision of this service may be a formal program goal or objective, but met by a formal or informal programming technique.)

47.3 Is the agency able to provide job placement to all its trainees who have need for such a service?
Yes
No

47.4 What are the major obstacles to provision of job placement to all trainees who need it?
Identification of type and degree of service that trainees require
Inadequate program design (curriculum content)
Inadequate techniques of service delivery (methods)
Insufficient qualified staff to deliver the service
Insufficient time in trainee's schedule
Conflict with other program objectives
Other (specify)

....

47.50 DESCRIPTION OF JOB PLACEMENT PROGRAM

47.51 Would you describe the placement process the agency uses?

Include techniques and elements such as: assessment of trainees abilities and readiness, identification of potential jobs and their requirements, preparation of trainees for actual placement on specific jobs preparation of employers and other employees for specific trainees, etc.

47.52 To what extent does the agency cooperate with and/or rely on other agencies for job placement services? (Manpower, etc.)

go to 47.9

JOB PLACEMENT

Agency:

47.6 Does the agency consider the provision of job placement to be important? Yes No

47.7 Does the agency have specific plans to begin providing job placement Yes No

47.8 Did the agency ever provide placement previously, and terminate that service? Yes No

47.81 What were the reasons for terminating that service?

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47.9 Receiving job placement from other local sources

47.91 Are your trainees able to receive job placement from other agencies in the community? Yes No end

47.92 What other local agencies provide job placement that your trainees have access to?

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By whom

47.93 How are your trainees referred to them for service?

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47.94 Briefly describe the job placement that the other agencies provide.

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47.95 What agency do you feel can best provide effective job placement?

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48.0 RETRAINING

Agency:
Respondant: . . . . Date: . . . .

48.1 Does the agency have provision of retraining as one of its stated objectives?

Yes
No

Retraining is the process of receiving additional training subsequent to placement, to assist trainees in upgrading or learning new skills.
(May be in the areas of skills training, work adjustment training, or personal adjustment training)
(May be a result of: job obsolescence due to changes in job techniques or demands;
desire to change jobs for better wages of satisfaction;
need for upgrading to improve specific vocational, personal, or academic skills related to the job.)

48.2 Is retraining provided by a formal or incidental approach or not at all?

Formal
Incidental
None go to 48.6

Formal: Deliberately planned, directed, and executed action to ensure service delivery.
Incidental: Non-deliberate, non-directed program component where results are achieved as a subordinate result of other programs.
(Note: Provision of this service may be a formal program goal or objective, but met by a formal or informal programming technique.)

48.3 Is the agency able to provide retraining to all its trainees who have need for such a service?

Yes
No

48.4 What are the major obstacles to provision of retraining to all trainees who need it?

Identification of type and degree of service that trainees require
Inadequate program design (curriculum content)
Inadequate techniques of service delivery (methods)
Insufficient qualified staff to deliver the service
Insufficient time in trainee's schedule
Conflict with other program objectives
Other (specify)

. . . .

48.50 DESCRIPTION OF RETRAINING PROGRAM

48.51 General description: how does the agency handle the problem of retraining?
(recycle in existing programs; set up programs to meet the need; evening or special day sessions; staffing, etc.

48.52 How is the need for retraining determined?

48.53 What kinds of retraining have been required most? Why?

go to 48.9

Agency:

48.6 Does the agency consider the provision of retraining to be important?

Yes
No

48.7 Does the agency have specific plans to begin providing retraining ?

Yes
No

48.8 Did the agency ever provide retraining previously, and terminate that service?

Yes
No

48.81 What were the reasons for terminating that service?

. . . .

48.9 Receiving retraining from other local sources

48.91 Are your trainees able to receive retraining from other agencies in the community?

Yes
No
end

48.92 What other local agencies provide retraining that your trainees have access to?

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By whom

48.93 How are your trainees referred to them for service?

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48.94 Briefly describe the retraining that the other agencies provide.

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48.95 What agency do you feel can best provide effective retraining?

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49.0 COUNSELLING

Agency:
Respondant: . . . . Date: . . . .

49.1	Does the agency have provision of counselling as one of its stated objectives? Counselling = vocational guidance	Yes No
49.2	Is counselling provided by a formal or incidental approach or not at all? Formal: Deliberately planned, directed, and executed action to ensure service delivery. Incidental: Non-deliberate, non-directed program component where results are achieved as a subordinate result of other programs. (Note: Provision of this service may be a formal program goal or objective, but met by a formal or informal programming technique.)	Formal Incidental None go to 49.6
49.3	Is the agency able to provide counselling to all its trainees who have need for such a service?	Yes No

49.4 What are the major obstacles to provision of counselling to all trainees who need it?

Identification of type and degree of service that trainees require
Inadequate program design (curriculum content)
Inadequate techniques of service delivery (methods)
Insufficient qualified staff to deliver the service
Insufficient time in trainee's schedule
Conflict with other program objectives
Other (specify)

. . . .

49.50 DESCRIPTION OF THE COUNSELLING SERVICE

49.51 In what ways does the agency provide counselling to trainees?

Formal counselling — one to one model
Informal — through staff-trainee interaction
Indirectly through programming decisions made for the trainee, which determine his life direction
Other

49.52 What relationship is there between counselling and the other vocational services that the agency provides?

separate component, integral part of most components, to synthesize other components, etc.

go to 49.9

COUNSELLING

Agency:

49.6 Does the agency consider the provision of counselling to be important? Yes No

49.7 Does the agency have specific plans to begin providing counselling? Yes No

49.8 Did the agency ever provide counselling previously, and terminate that service? Yes No

49.81 What were the reasons for terminating that service?

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49.9 Receiving counselling from other local sources

49.91 Are your trainees able to receive counselling from other agencies in the community? Yes No end

49.92 What other local agencies provide counselling that your trainees have access to?

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By whom

49.93 How are your trainees referred to them for service?

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49.94 Briefly describe the counselling that the other agencies provide.

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49.95 What agency do you feel can best provide effective counselling?

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50.0 EMPLOYMENT SERVICES PROVIDED

51.0 EMPLOYMENT

Agency:
Respondant: . . . . Date: . . . .

51.1 Does the agency have provision of employment as one of its stated objectives?

Yes
No

51.2 Is employment provided by a formal or incidental approach or not at all?

Formal: Deliberately planned, directed, and executed action to ensure service delivery.
Incidental: Non-deliberate, non-directed program component where results are achieved as a subordinate result of other programs.
(Note: Provision of this service may be a formal program goal or objective, but met by a formal or informal programming technique.)

Formal
Incidental
None go to 51.6

51.3 Is the agency able to provide employment to all its trainees who have need for such a service?

Yes
No

51.4 What are the major obstacles to provision of employment to all trainees who need it?

Identification of type and degree of service that trainees require
Inadequate program design (curriculum content)
Inadequate techniques of service delivery (methods)
Insufficient qualified staff to deliver the service
Insufficient time in trainee's schedule
Conflict with other program objectives
Other (specify)

. . . .

51.50 DESCRIPTION OF THE EMPLOYMENT PROGRAM

51.51 What is the major objective of the agency's employment program?

51.52 What range of employment opportunities does the agency provide for former trainees?

competatative employment, sheltered employment, day work activity, etc.

51.53 On what basis are trainees (workers) paid?

(% of standard, normalized time, piece work, etc. How is the employee's rate determined?)

51.54 What opportunities do employees have for upgrading and promotions?

(pay increases, higher paying jobs, etc.)

51.55 What kinds of employment have trainees acquired or been placed in who have left the agency?

competative employment (full or part time)
sheltered employment (full or part time)
self-employment (including homemaking)
unemployment

51.56 To what extent have trainees been hired to do jobs for which they were trained?

51.57 Are trainees (workers) able to work alongside, or in close proximity to competative (non-trainee, non-handicapped) workers who may act as worker models?

go to 51.9

EMPLOYMENT

Agency:

51.6 Does the agency consider the provision of employment to be important? Yes / No

51.7 Does the agency have specific plans to begin providing employment? Yes / No

51.8 Did the agency ever provide employment previously, and terminate that service? Yes / No

51.81 What were the reasons for terminating that service?

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51.9 Receiving employment from other local sources

51.91 Are your trainees able to receive employment from other agencies in the community? Yes / No end

51.92 What other local agencies provide employment that your trainees have access to?

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By whom

51.93 How are your trainees referred to them for service?

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51.94 Briefly describe the employment that the other agencies provide.

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51.95 What agency do you feel can best provide effective employment?

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52.0 JOB STABILIZATION

Agency:
Respondant: . . . . Date: . . . .

52.1 Does the agency have provision of job stabilization as one of its stated objectives?

Job stabilization refers to the process of making available, to persons who have been placed, the continuous support required to guarantee success on the job. (similar to follow-up, and applies to all persons placed, whether in sheltered or competative employment inside or outside the agency

Yes
No

52.2 Is job stabilization provided by a formal or incidental approach or not at all?

Formal: Deliberately planned, directed, and executed action to ensure service delivery.
Incidental: Non-deliberate, non-directed program component where results are achieved as a subordinate result of other programs.
(Note: Provision of this service may be a formal program goal or objective, but met by a formal or informal programming technique.)

Formal
Informal
None go to 52.6

52.3 Is the agency able to provide job stabilization to all its trainees who have need for such a service?

Yes
No

52.4 What are the major obstacles to provision of job stabilization to all trainees who need it?

Identification of type and degree of service that trainees require
Inadequate program design (curriculum content)
Inadequate techniques of service delivery (methods)
Insufficient qualified staff to deliver the service
Insufficient time in trainee's schedule
Conflict with other program objectives
Other (specify)

. . . .

52.50 DESCRIPTION OF THE JOB STABILIZATION PROGRAM

52.51 What are the objectives of the agency's job stabilization program?

52.52 Generally describe the job stabilization program of the agency.

staff, frequency of employer and employee contact, typical problems encountered, and actions taken, etc.

52.53 When is job stabilization service no longer provided for workers placed in employment outside the agency?

go to 52.9

JOB STABILIZATION

Agency:

52.6 Does the agency consider the provision of job stabilization to be important?
Yes
No

52.7 Does the agency have specific plans to begin providing job stabilization?
Yes
No

52.8 Did the agency ever provide job stabilization previously, and terminate that service?
Yes
No

52.81 What were the reasons for terminating that service?

....

52.9 Receiving job stabilization from other local sources

52.91 Are your trainees able to receive job stabilization from other agencies in the community?
Yes
No
end

52.92 What other local agencies provide job stabilization that your trainees have access to?

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52.93 How are your trainees referred to them for service?

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52.94 Briefly describe the job stabilization that the other agencies provide.

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52.95 What agency do you feel can best provide effective job stabilization?

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60.0 OTHER SERVICES

61.0 OTHER VOCATIONAL SERVICES

61.1 What other vocational services does your agency provide for its clientelle?

61.2 What is the objective of each of those services?

61.3 Briefly describe each of those services.

62.0 OTHER SUPPORT SERVICES

62.1 What other support services does the agency provide?

62.2 Use of volunteers

62.21 Does the agency make use of volunteers at any point in it's program?

62.22 How are volunteers used?

62.23 Do volunteers receive any training previous to or during the term of their volunteer service?

70.0 PROBLEMS

70.1 What are the major problems the agency has encountered in attempting to achieve it's objectives?

for improvement

70.2 As you see it, what is the greatest need ∧ that the agency has, relative to meeting it's objectives?

80.0 PLANS

80.1 What major plans does the agency have for the future?
(intensifying current direction, slowing current direction, increasing or adding new services, deleting some services, shifting emphasis between current programs, etc.)

FACTORS OF VOCATIONAL EVALUATION

Factors of Work Adjustment

Work personality:
response to direction, supervision, correction
co-worker interpersonal relationships
work tolerance, perseverance
physical stamina

Work habits:
punctuality, attendance
reliability, attentiveness, consistancy
independence, self-reliance
motivation, accuracy, productivity, pacing, etc.

Factors of Personal Adjustment

hygiene, grooming, appearance
community awareness, use of community services
transportation, budgeting
use of leisure time
family and social relationships, etc.

Factors of Vocational Skills and Aptitudes

work skills — skill level, competence, speed
physical abilities, dexterities, coordinations, stamina
aptitudes, interests
academic acheivements
communication skills
concept attainment, level of intellectual functioning, etc.

TECHNIQUES OF VOCATIONAL EVALUATION

Clinical — psychological, educational, social
interviews, standardized testing

Work sample — short tests on actual or simulated work tasks
Situational assessment — simulated working conditions (workshops)
Job-tryout — in actual working conditions

VITA

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YEAR OF BIRTH: 1944 02 18

POST-SECONDARY EDUCATION:

Lethbridge Junior College, Lethbridge, Alberta, 1962-63

University of Alberta, Edmonton, Alberta
Bachelor of Education in Industrial Arts
1966-1969

University of Alberta, Edmonton, Alberta
Master of Education in Industrial Arts
1972-1979

RELATED WORK EXPERIENCE:

Western Industrial Research and Training Centre
Edmonton, Alberta
Supervisor of Training
1968-1972

University of Alberta, Department of Industrial and Vocational Education
Graduate Teaching Assistant, 1972-73
Sessional Lecturer, 1973-74

Government of Alberta, Department of Health and Social Development
Division of Research and Planning
Special Project Research Assistant, June-December, 1974

Com-Serv Association of Southern Alberta
Assistant Executive Director, January-August, 1975
Manager, Sunrise Ranch Vocational Training Centre, Sept. 1975-May 1977
Vocational Services Development Officer, June 1977-March 1978

Medicine Hat School District #76
Teacher, Industrial Arts, 1977-

ORGANIZATIONS:

Member, Epsilon Pii Tau, Honorary Fraternity of Industrial and Vocational Educators
Vice-President, Alberta Association of Rehabilitation Centres 1976-1978
Alberta Delegate to Canadian Council of Rehabilitation Workshops 1977-78
Member, Alberta Teachers Association